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ABSTRACT

Sexual assault in the high school community is now at epidemic proportions. This manual provides information as to how educators and trainers can raise awareness about sexual violence and how they can educate boys and girls in high school about this epidemic. The guide draws on the Sexual Assault Peer Education (SAPE) program; it is believed that peer educators afford one of the more appropriate ways to inform students. The SAPE program outlines every step of the peer process, from recruiting students to actual workshops. The training program serves two purposes: (1) It prepares peer educators for their workshops; and (2) It opens dialogue among peers about sexual assault. The manual is presented in two parts. Part 1, "A Peer Education Program," presents ways to start and sustain a peer program. Included is information on organizational meetings, the logical presentation of peer sessions, post-training workshops, and some parting thoughts. The second part, "Activities for Classroom Teachers," presents five different activities that teachers can use to heighten students' awareness of sexual assault. Fifteen appendices provide bibliographic information, policy statements, sample recruiting and radio ads, rape statistics, worksheets, tips on facilitating meetings, and other helpful information. (RJM)

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SEX WITHOUT CONSENT

Volume I
Peer Education Training for Secondary Schools

Toby B. Simon and Cathy A. Harris

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SEX WITHOUT CONSENT

Peer Education Training for Secondary Schools

Toby B. Simon and Cathy A. Harris
Brown University

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ABOUT THE AUTHORS

Toby B. Simon is Associate Dean of Student Life at Brown University in Providence, Rhode Island. She has been involved with health education at Brown for over ten years as the former Director of the Office of Health Education. Ms. Simon helped start Brown's Sexual Assault Peer Education (SAPE) program in 1990. Since that time the group has expanded to include over ninety peer educators representing many different groups on campus, attempting to reduce sex without consent in the New England area and offering a peer training program for high schools in 1991. Ms. Simon teaches a Human Sexuality course at Brown and is the author of numerous articles on the subjects of sexual assault, sexuality, and the alcohol/sex connection.

Cathy A. Harris is a student at Brown University concentrating in Political Science. She is a founding member of the Sexual Assault Peer Education program at Brown and helped conceive and develop the interactive sexual assault theatre piece. Ms. Harris has been part of the SAPE theatre troupe and has performed at over thirty secondary schools and colleges.

PART I
A PEER EDUCATION PROGRAM

1
BEFORE YOU GET STARTED

Sexual assault in the high school community is now at epidemic proportions. One in four women are victims of rape or attempted rape and the majority of these rapes are acquaintance rapes, where the attacker was someone that the victim already knew. Among women who are survivors of sexual assault, one third were raped when they were in high school.

Although universities and college administrators have responded to this problem in various ways, more work is needed at the high school level. Public and private high schools are currently struggling with how to address this topic in the classroom as well as in the community. Secondary schools are now realizing the importance of talking about this occurrence in a preventive way although they are uneasy and at times ambivalent about the correct educational approach.

Some high schools have begun to examine possible reporting procedures and have drafted specific policies on sexual assault for their student body. However, at a majority of secondary schools, there still is tremendous resistance and unwillingness to "get involved" with sexual assault cases. School districts have protocols for dealing with sexual abuse cases which adhere to state laws and mandates about the handling of such cases. Yet many schools treat incidents of sexual assault in the same manner as abuse, referring them to the state department for children and families and/or the police.

Schools must realize that this is an unrealistic and unfair approach to sexual assault cases. The laws which protect children from sexual abuse are different than the state laws about sexual battery or assault. The incidence and prevalence of date and acquaintance rape have their own set of problems and complexities which warrant separate treatment.

The majority of teenage rape victims do not report the incident to the police nor their parents, and are more likely to tell someone they trust

about the assault. Therefore, school personnel — teachers, school nurses, coaches, and staff — are often the first to hear a report by a student who is afraid of going to the police. In order to adequately and appropriately address the needs of a teenage victim, school systems **must** look to adopt policies, procedures and protocols for handling sexual assault allegations separately from sexual abuse reports. There is a need for these changes, both to help reduce the number of sexual assaults among teenagers and to help make the high school life of survivors easier to bear in the aftermath of a sexual assault.

On the university level, some campuses have responded to this epidemic in a pro-active way; others in a reactive manner. However, the experience of Brown University in the fall of 1990 proved to be an excellent opportunity to begin building a structure to address issues of sexual assault among high school students. At Brown University women students, frustrated with the lack of an effective disciplinary system for sexual assault cases, created a list on several campus bathroom walls of men they claim had raped or sexually harassed them. This radical action caught the eye of the media, and soon Brown's "rape list" gained national attention. Through this tumult, administration and activist students began meeting to discuss changes and improvements. Out of this dialogue came, among other things, a Sexual Assault Peer Education (SAPE) program. The SAPE program began by training 90 female and male college students to conduct a mandatory orientation meeting for all first-year students on sexual assault.

Recognizing the need to address these issues to a younger audience, SAPE expanded and developed an interactive theater workshop for high school audiences. The SAPE program is a coalition of many different students in an attempt to affect as many different people as possible: men and women, students of color, lesbian, gay and bisexual students, fraternity and sorority members, varsity athletes, feminist activists, traditional and non-traditional students.

A Sexual Assault Peer Education Training Manual

Other books and manuals on peer education have already been written. There also is much written on the issues of date and acquaintance rape. However, there is a need to provide information to educators and trainers on how to effectively reach young people to raise awareness about sexual violence and to educate boys and girls in high

school about this epidemic. The role of peer educators in this process may be one of the more appropriate uses of this method. Some high schools have begun experimenting with peer educators by using upperclass students to provide drug and sex education to younger students. The SAPE program provides help to high school educators. It will outline every step of the process, from recruiting students to actual workshops. In addition, it will describe SAPE training.

Talking about sexual assault can be very difficult, for peer educators as well as for those being educated. Our training program serves two purposes: it prepares peer educators for their workshops, and it opens dialogue with them about sexual assault.

SAPE programs aim to reach as many people as possible: the peer educators' and students' classroom exercises and activities sensitively and appropriately address sexual misconduct concerns.

Prerequisites for Effectiveness

What needs to be in place in high school in addition to a peer education program?

While a peer education program is extremely important in starting a dialogue and improving awareness among students about sexual assault, it should be just one aspect of the services that a school district provides. A peer education program will have limited effect if there is not an implemented sex and family life curriculum already in place. If there are no available community resources or personnel in the schools to help survivors of sexual assault, what information will peer educators be able to recommend? The following is a brief list of suggestions of services, policies and programs that should be implemented in addition to a peer education program.

- A comprehensive sex and family life curriculum. An increasing number of school systems have some form of sex education offered in the curriculum and twenty-three states now require it. And although research indicates that formal sex education programs promote neither sexual experimentation nor sexual restraint, but enhance communication and contraceptive use, there is still controversy around the teaching of sex and family

life — even in states where it is mandated. Whatever the case, to be most effective it is important for a comprehensive sex and family life curriculum to be in place prior to offering information about sexual assault. Rape education should not be the only form of sex education that high school students receive. A program on sexual assault as part of the curriculum is an important addition to teaching. There should also be an incorporation of sexual assault education through normal course offerings.

- A district-wide or region-wide Sexual Assault Task Force. This task force should be made up of administrators, students and faculty from all parts of the secondary or independent school community. Areas that should be represented are high school students, coaches from athletic teams, educators, the student government, and the student press.

  The assistant superintendent in charge of human resources would be a likely chair of the task force. The job of the task force would be to review, revise and monitor policies and programs related to sexual assault. It should also make recommendations to the appropriate offices within the school district. The members of the task force should serve as liaisons to the high school community, and keep them informed.

- A written policy condemning sexual assault. There should be a policy written that deals specifically with sexual assault. This policy should clearly condemn sexual assault and harassment, and state the school district's official position towards these offenses. It should also state the district's commitment to providing services to survivors of sexual abuse. The state's legal definition of sexual assault should also be included in the policy. In addition, if high schools publish a code of student conduct, it should be revised to include a section on sexual misconduct. See Appendix B for recommendations about high school policies or protocols on sexual misconduct.

- Investigative and reporting procedures. High schools need to be prepared to deal with reports of sexual assault involving their students. Clear and consistent reporting and investigating procedures should be adopted in consultation with the district's

or school's legal counsel, local law enforcement agencies, departments of children and families, and rape crisis centers. It is important that these procedures move swiftly and that cases do not get ignored.

High schools are in an often difficult situation with reports of sexual assault. If the assault occurs on the school grounds it may be easier to deal with than if a report is made elsewhere over the weekend. Thus, students who are assaulted need to be able to immediately find out all of their options, including medical concerns, parental notification, and information concerning pressing criminal charges.

The privacy of the survivor, as well as that of the charged student, should be protected. All students should be made aware of these procedures. When schools learn of alleged sexual assaults, the question of parental notification must be thoughtfully examined so that the needs of the victim are adequately met.

- Comprehensive services for survivors. Given the sexual assault statistics involving teenagers, high schools need to address the issue of support services. These should include support groups, free counseling and referral to therapists, academic excuses when necessary, and the availability of rape crisis center advocates to help them through any criminal procedures. Particularly for high school students, confidentiality is an important concern and extra precaution must be taken to guarantee this to those involved.

- Encouraging low-risk usage of alcohol. Alcohol use and sexual assault are strongly linked. As 75% of men are drinking or doing drugs at the time of an acquaintance rape and 55% of the women are drinking at the time when they were assaulted, it is important for high schools to provide realistic education about alcohol.

Rather than preaching only sobriety, educators also should talk about the risks involved when one chooses to use and abuse alcohol, including the risk of sexual assault. High school students will relate to this much better than to temperance laws,

the "just say no" campaign or unrealistic expectations. High school personnel, however, are often in a bind regarding alcohol use and sexual activity among students. It is illegal for high school students to be drinking, and thus to talk about "low-risk" use of alcohol is problematic. Yet given the reality of high school students' drinking and sexual habits, educators can no longer fail to approach these topics.

Sexual Harassment

Our experience in high schools reinforces the need to address issues of sexual harassment, not only sexual assault. In common discourse battery is lumped together with assault. Strictly speaking in legal terms, sexual assault means to threaten, while sexual battery means the actual touching of another as an act of rape. Harassment, on the other hand, means to trouble by repeated attacks, torment, or plague. Thus, repeated and unwanted sexual innuendos, or other insults, is to sexually harass someone, even if threat or battery is absent. It is sexual harassment that sets the foundation for much sexual assault.

For junior high students as well as ninth graders, sexual harassment is the most prevalent form of sexual abuse by peers. Thus, they need to learn about sexual harassment. In addition, high school students need to know the definitions of first, second and third degree sexual assault. This is because second degree sexual assault is a widespread and daily practice in most high schools.

Faculty Needs

There should also be an inservice program for the faculty addressing the issues of sexual harassment and sexual assault. Often faculty are in the position of witnessing first hand sexual harassment of one student by another. The likelihood that students will disclose sexual assaults to educators they trust is great. Thus, teachers and other faculty need to be informed and prepared for when this occurs.

Parents

Finally, public and private high schools should not be afraid to communicate to parents their concerns about the safety needs of their

children. Letters to parents about sexual behavior and alcohol use, parent meetings on the subject, and information sessions should be part of the on-going school/parent dialogue. Schools can no longer afford to ignore the problem of sex without consent. Sexual abuse by peers is an alarming condition and parent support must be elicited for doing something about it.

ABOUT SEXUAL ASSAULT

The following information about sexual assault and battery is provided to assist those developing educational programs. The statistics cited are only some of the disturbing facts about sexual assault in high schools and colleges today. The problem is obviously pervasive and extremely destructive. Action by educational institutions needs to be taken now in order to make secondary schools a more healthy academic and social environment for the members of its community.

Definitions

The legal definitions of rape differ among nations and among governmental units within nations. However, most definitions refer to different degrees of assault.

First degree sexual assault, also called rape: sexual penetration by a part of a person's body or by any object into the genital, oral or anal openings which occurs when there is: a) force or coercion, or b) mental or physical inability to communicate unwillingness to engage in an act. Lack of consent does not necessarily require physical resistance or verbal refusal. For instance, someone who is asleep or very drunk may be considered unable to give consent.

Second degree sexual assault is sexual contact where there is intentional touching of a person's genital area or buttocks, or a woman's breasts, when there is force or coercion, or mental or physical unwillingness to engage in such an act.

Third degree sexual assault in many states is sexual penetration by a person 18 years or older of a person over 14 but under age of consent, 16 years of age.

Acquaintance Rape is Rape

Acquaintance rape, when the attacker is known to the victim, is punishable by these laws. Under the law, acquaintance rape is no different than stranger rape and is not considered a lesser offense. Acquaintance rape defines the relationship between victim and offender; it is not a special legal category of rape. Rape is rape. According to researcher Mary P. Koss, 84% of rapes on campus are acquaintance rapes. Unfortunately, however, 84% of college men who committed acquaintance rape said what they did was not rape.

Who is a Victim

Both men and women are victims of sexual abuse. Statistics show that 1 in 4 college women, and 1 in 6 college men are survivors of a sexual assault or childhood sexual abuse. In addition, statistics show that females, age 16-19, are the group most often sexually victimized by their peers.

For purposes of discussion, the examples of sexual assault used will be mostly heterosexual examples of men assaulting women. While a small proportion of women sexually assault men, the numbers are minute compared to the number of male-attacking-female cases. There are also numerous cases of men raping men and women raping women. Contrary to popular belief, men are most often raped by heterosexual males, often in gay-bashing related violence. It is probable that the numbers of male survivors of sexual assault are lower than expected due to the numbers who have remained silent. These men are probably suffering from shame, the fear that people will think that they are homosexual, as well as feeling many of the symptoms of post-traumatic stress syndrome.

Sexual misconduct and acquaintance rape are serious problems at the high school level. Nearly all female teenage victims know their attacker. Thirty-eight percent of women who have been raped were 14, 15, 16 or 17 years old at the time of the attack. Fifty-six percent of teenage girls who are raped are raped by a date, 30% are raped by a friend, and 11% are raped by a "boyfriend."

Who Reports a Sexual Assault

One of the reasons high school administrators do not see the vast numbers of survivors of sexual assault is that very few students come forward and report these crimes. By some estimates 71% of teenage girls who are raped will tell a friend about the assault, but only 6% report the assault to the police.

An alarmingly low number of teens — only 5% — seek help at a rape crisis center. These girls are often too scared to file a report. Many do not realize that they have been raped and they harbor feelings of guilt and blame. Victims often think that they could have prevented it, they could have screamed louder, or they shouldn't have invited someone over to their house. Some can't believe that one **can** be raped by someone they know. Only 27% of college women whose sexual assault met the legal definition of rape thought of themselves as rape victims. Although there has been an increase in the information about acquaintance rape, it is still a commonly misunderstood offense.

Overwhelmingly, teenage victims do not tell their parents about the incident. In addition to all of the self-blame that many rape survivors feel, teenagers often stay silent for other reasons as well. Perhaps they feel that they can't talk to their parents about sex. Many might be frightened that they would get in trouble for drinking, going to a party without parental supervision, or going out with a guy their parents didn't like. Since almost three quarters of teenage victims **do** tell a friend about the assault, it is important to equip high school students with the tools that will enable them to effectively deal with someone who discloses a sexual assault.

The Alcohol Connection

It was previously noted that there is a strong connection between alcohol and/or drug use and sexual assault. Particularly with high school students, the connection between alcohol use and sexual behavior is well documented in studies that show that at least 50% of teen pregnancies are alcohol related. Many big social events, parties and one-on-one interactions are fueled by massive amounts of alcohol.

Some high school students use alcohol to unwind, have a good time, impress friends, or erase stress from life. Some use alcohol as a convenient excuse to justify their misconduct.

Whatever the case, the majority drink to get drunk. Over three million Americans aged 14-17, are considered problem drinkers. Consumption of alcohol increases the possibilities of reckless behavior and reduces one's capacities for good judgment. Communication abilities are impaired. All of these factors, combined with the social pressures intertwined with alcohol, lead to increased possibilities for sexual assault.

2
GETTING STARTED

Before developing an exact training program, it is important to look at the "big picture." Ultimately the goal in effectively reaching adolescents is to talk about healthy sexual behavior and identify non-healthy forms of sexual expression. One piece of the big picture is the reality of teenage sexual behavior. The latest national survey recently reported that 70% of high school seniors have had sex, and that 54% of high school students grades 9-12 have had sex. Nineteen percent of these students had had sex with 4 or more partners. And although as educators we may have strong and sound reservations about early teenage sexual activity, the above statistics speak to the need to realistically address sexuality information with high school students.

One way to approach sexual assault education is to use the PRECEDE model as developed by Green et al. (*Health Education Planning A Diagnostic Approach*, 1980). The PRECEDE framework presented here (see figure) is not exhaustive but shows some of the relationships and pathways to influencing healthy sexual behavior. Once the framework is developed, educational strategies and policies can be planned accordingly. To construct and use this type of educational analysis, begin with the goal of the program (sexual assault awareness) and work "backwards" through the contributing factors; start at the far right side and work left. This is to assure that the program is constructed to address the proper factors and attain the desired outcome.

Two behavioral factors influence sexual assault awareness: non-consensual sexual activity and consensual sexual activity. For example, there is a possibility that sexually active high school students with low or no incidence of non-consensual sexual activity have 1) adequate knowledge of sexuality and sexual functioning, 2) feel comfortable talking to their partners about sex, and 3) have received effective sexuality information and education. Those students who have initiated or engaged in non-consensual sexual activity **may** have inadequate assertiveness, decision-making and communication skills.

Social environment which inhibits healthy sexual expression.

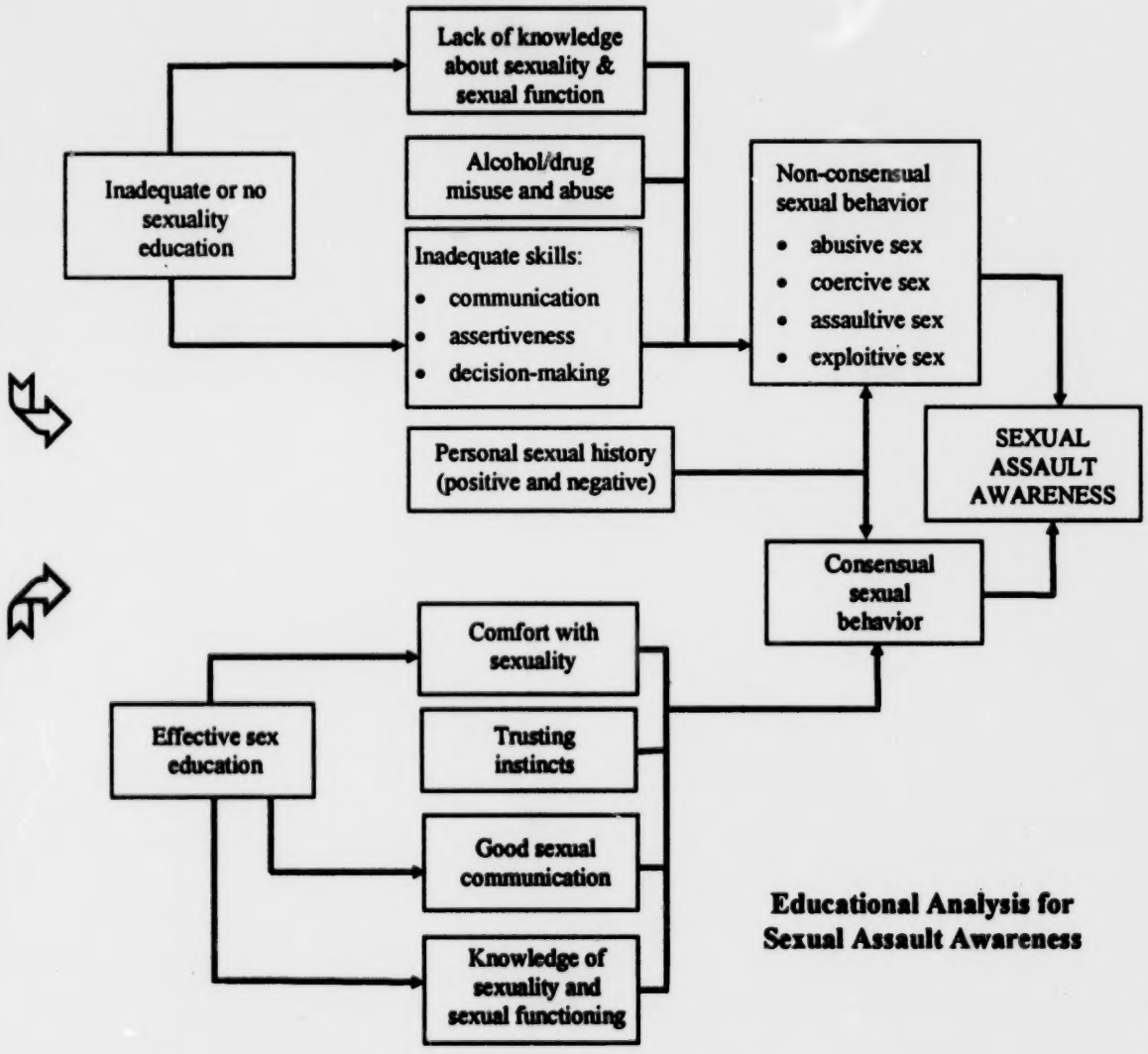
Social contributors, e.g.:

- Stereotypes re: who initiates sex and who talks about sex
- Sex-negative society
- Growing up in a family that doesn't talk about sex
- "Fantasy models" of sex
- Madison Avenue tactics
- Rape culture
- Sexual myths ("good girl;" "swept away;" "real men")

Social environment supportive of healthy sexuality.

Social contributors, e.g.:

- Acknowledge self as sexual being
- Comfort with sexuality
- Healthy sexual attitudes
- Family involvement in sex education
- Positive self-identity
- Support of pregnancy and/or STD prevention



Educational Analysis for Sexual Assault Awareness

However, the development of these skills is often a major goal of a sexuality curriculum and those who did not receive this education may be more at risk than others. Since alcohol and other drug use contribute to risky sexual behaviors, it is possible that those who are misusing alcohol are more likely to engage in non-consensual sexual activity.

There are also social and environmental factors which influence sexual behavior and assault awareness. For instance, growing up in a family in which no one talks about sex or in which sex is viewed as dirty will contribute to a young person's discomfort with his or her sexuality. This, in turn, will affect his or her ability to talk about sex with potential sexual partners.

Our "sex-negative" society, one that reinforces sex-role stereotypes about who initiates sex and who can be sexual, may also contribute to risky behavior. Thus, it may be difficult for many students to accept their sexuality, except when under the influence of drugs or alcohol — when their feelings of awkwardness are lessened. Before planning an educational intervention to address sexual assault, it is therefore crucial to examine these social and environmental issues and plan accordingly.

Sexual Assault Peer Education (SAPE): A Model for High School Sexual Assault Awareness

One method of educating about sexual assault is through peer education. This method, which trains students to teach other students, has been shown to be efficacious in dealing with alcohol education, with prevention of adolescent smoking, and with intervention in teenage drunk driving. Sexual assault education for high school students is similar to alcohol and drug related education, as both problems involve a certain amount of peer pressure. When students see their friends, class mates, or team mates facilitating discussion on a difficult subject, it puts them at ease and catches their attention more effectively than if they were being taught by an adult.

A Sexual Assault Peer Education (SAPE) program's philosophy is to combine these aspects of peer education with a good introduction to the issues surrounding sexual assault. The six primary goals of SAPE are as follows:

1) To educate high school students about the definitions of sexual abuse, including sexual harassment and assault, by providing a forum for discussion. This includes issues of consent, force,

myths about rape, the relationship of alcohol to sexual assault and discussing the concept of "victim blaming."

2) To teach students skills in helping someone who discloses a sexual assault.

3) To educate students about the available resources for survivors of sexual abuse in school and the local community.

4) To work with high school teachers, coaches and other staff.

5) To provide campus-wide outreaches to a variety of students as well as staff and faculty on campus.

6) To include and not alienate males in the process of educating and raising awareness about sexual assault.

There are many opportunities for SAPE programs in high schools. You might have innovative approaches that would be appropriate for your school. Basically, the idea is to get as many people talking about sexual assault as possible. Be creative! Clearly the trick to offering such a program is for the presentation to be non-threatening, non male-bashing, and creatively presented. With this in mind, the use of students, well-trained in the issues of sex without consent, are well suited to conduct such educational interventions.

Creating Your Own SAPE Program

There are many factors that go into planning a SAPE program. Peer educators cannot receive two hours of lectures after school on Monday and then go out to educate other students on Tuesday. In order to achieve the finished product and meet the identified goals of the program, it's crucial to have a well-trained, diverse, dynamic group of educators and ample time and energy devoted to the program. However, the following guidelines may be helpful in the development of a program.

Staff Coordinator

Appointing a school representative to oversee the program demonstrates the sch 's commitment to the eradication of sexual assault. Identifying a f ding strong leadership to steer the logistical workings of the prog am is the first step. If funds are available, it is

useful to have one paid student worker to assist with the managing of the program. Although it is probably possible to run SAPE without professional support and guidance, having an administrator facilitates this process and strengthens the program. It may be unrealistic to expect that high school students can be totally self-sufficient with such a program.

Recruiting and Selection Process

Once you have found a contact person, you can begin the second step: recruiting. In order to gather a diverse group of students from all areas of school, it will probably be necessary to do a great deal of advertising, asking students to spread the word and personally seeking out potential participants. The program should have representatives from as many places as possible. For example, SAPE needs to have males and females, athletes, students of color, international students, SADD members, and others.

NOTE: It may be advisable to limit SAPE involvement to juniors and seniors since younger students will be able to accept them as peer educators. Younger students may encounter difficulty if they are attempting to educate older students.

It is important for a SAPE program to be viewed by its participants as a coalition of all different types of students united on one front: educating others about sexual assault. By envisioning SAPE as a coalition, the likelihood of alienating some people from the program is reduced. The degree of SAPE's success is dependent on the diversity of the program. For example, education will be limited if the program's demographic makeup is white female students. As sexual assault needs to be viewed as an issue for everyone, recruiting efforts must make sure that male students and students of color feel included and necessary in the program.

In order to let students know about SAPE, post signs and talk with appropriate contacts around the school. Put ads in the student newspaper and in the daily bulletins. Make sure to target the main student center as well as the athletic center, cafeteria, and college counseling office. The personalized approach is also very efficacious. Send notes to students, talk to coaches and team members, speak at school meetings. Do not be afraid to take advantage of an unfortunate situation which affects the school community. For example, if there is a publicized sexual assault

affecting the student body or a nearby school, use this as an opportunity to get student involvement in a new program.

A SAPE program does not have to have any sort of screening or selection process for potential educators. The primary reason behind this suggestion is that SAPE training is an education in itself, and that anyone who is interested should be able to participate in that experience. In the rare possibility that one of the peer educators is inappropriate for the "job," the decision on how to handle such a student rests with the school official who supervises the program. Students often feel that there are too many selection processes for anything going on in school and that it creates unnecessary stress. There is never a problem in having an overabundance of peer educators.

The Logistics of Training

Time: Training peer educators can take as long as 20 hours. Attendance for all sections of the training should be mandatory. Training sessions can either be conducted all in one weekend or through shorter weekly sessions over a longer period of time. Both ways have their advantages and disadvantages. A weekend training is more intense and easier to coordinate. However, due to students' schedules and family obligations, shorter sessions might be easier to organize. Also, shorter sessions do not create the same scheduling problems should they need to be repeated. Either way, it is important to provide some flexibility for students who have other demands on their time. Mailing numerous reminders to students about training is a good way to combat forgetfulness.

Format: In order to make trainings stimulating and effective, the format of the trainings should be as varied and interactive as possible. Small and large group discussions, single-sex and mixed-sex group work, brainstorming, role plays and exercises are all part of a SAPE training. Training should be more like a workshop than a traditional classroom lecture. Everyone should be encouraged to speak and participate. Smaller groups facilitate this process. Providing space for single-sex group discussions may encourage students to express their opinions more honestly and openly.

Training facilitators: Efforts should be made to have several people running different portions of the training. (A good number to aim for is four to six facilitators, but if you only have two people, do not despair.) Try to include both men and women as trainers. Just as it is

important to have a diverse group of educators, the trainers should also reflect the same sort of diversity. Use resources from both on and off-campus. You do not need to have "rape experts" as facilitators. In fact, if there are popular teachers or coaches in the school, these people can hopefully be recruited to help out. If there are any other peer education programs at your school, ask someone involved to help with the sections on peer education. Having competent students involved with leadership portions of the training can be especially effective. Contact the local rape crisis center for connections with someone who does education programs. Many rape crisis centers have affordable outreach programs, and will be able to send you someone who is familiar with working with high school students. Since the local rape crisis centers vary from city to city, it is advisable to be familiar with each agency's educational approach and its' messages to men.

Having a number of facilitators serves two purposes. First, it allows the students being trained to view different styles of workshop education. Second, it introduces them to the administrators, teachers and community members who can become good resources on issues of sexual assault to a SAPE program. Make sure you meet with all the facilitators beforehand to discuss what issues you want covered in their section of the training.

Reading Packet: Peer educators should also receive a reading packet to supplement their training. Please see the bibliography at the end of the book for a list of suggested readings.

Some Cautionary Advice!

In the beginning of a SAPE training, some time needs to be spent dealing with the politics of rape, allowing opportunities to challenge and debate some of the views held by the more politically active students in the program. This advice may not be needed in some settings; much depends on the level of "political correctness" which exists at various public and private high schools.

Be aware of the "tyranny" of political correctness at your school and allow for honest and even confrontational dialogue as part of the training. For example, the notion that sex has nothing to do with date rape needs to be confronted and discussed. This discussion is complicated by the fact that although rape has more to do with power than sex, there are some sexual aspects to date rape situations. What

begins as consensual sexual activity between two people can end up as an assaultive encounter which, at that moment, has more to do with power and dominance than sex. Another controversial topic is the discussion of whether or not the way a girl/woman is dressed might be a factor in rape cases.

Also, serious time may need to be spent debating when to use the word "victim" *vs.* "survivor" when talking about sexual assault and how to respond to someone challenging the use of one word *vs.* the other. It is helpful to convey the concept that one moves from being a victim of a crime to becoming a survivor of that crime. Another difficult topic during training is one that pertains to race and ethnicity.

SAPE programs should attempt to attract more students of color and therefore will need to address cultural or ethnic differences in the educational message. An awareness of social class distinctions is important as well.

These discussions during training may be particularly volatile and painful if any of the students participating in the program are sexual assault survivors. Most likely, there will be students in the program — both females and males — who have had a previous experience which was sexually abusive or assaultive. Time should be spent preparing students in advance for this discussion as well as a follow-up discussion to process the experience. Acknowledge that they might experience a variety of emotions during the training and that because they are a diverse group of students, it is important to be careful about assumptions group members make regarding other group members. For example, a common misperception of some educators in the program is that those who choose to be in the program are already quite evolved in their thinking on the topic. The staff often has to stress that the purpose of the training is to educate about sexual assault, examine attitudes, and then prepare students for facilitating a discussion with other, often younger students.

3
INTRODUCTORY MEETING

The first step is to hold an information or introductory meeting for all students who are interested in becoming sexual assault peer educators. This meeting does not have to be a long meeting; it is primarily to introduce the idea of SAPE and the workshops they will be conducting. At this meeting, a schedule of the organizational and training sessions can be passed out. The students should be given the opportunity to ask questions.

Make it clear that all training sessions are mandatory. This meeting, however, should not be used to discuss or debate the issues of sexual assault. Rather, encourage the students to save such concerns for the organizational and training sessions.

Compile a list of the names and phone numbers of those students who are likely to come to the organizational meeting. Encourage them to talk to their friends about SAPE. Tell them to bring anyone who is interested in going through the trainings, but has missed the organizational meeting, to the first training session.

NOTE: The tone of this and the following sessions should be non-threatening because any survivors of sexual assault who attend may be extremely anxious about their participation, as also will be true for many of the other students.

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4
ORGANIZATIONAL MEETING SESSION #1

Approximate time: 2 hours

Objectives:

- To give a brief overview of the total training.
- To state some of the ground rules that will ensure that the sessions are a safe place for people to share their ideas and feelings.
- To address sexual assault issues which are specific to high school students.

Introductions and Survey: 25 minutes

1. After introducing yourself, introduce the SAPE program to the group. Explain to them that they are being trained in order to educate students about sex without consent. You should *briefly* talk about why there is a need for SAPE, the media's attention to this topic, rape cases which are newsworthy, and whatever else that is pertinent. Point out to the students that they represent a coalition of different members of the student body.

Survey worksheet

2. Hand out the worksheet survey "Questions to Think About" (Appendix K). This worksheet serves a variety of purposes: group needs assessment, background information on the peer educators, and personal attitudes about sexual assault.

Ground Rules and Disclaimers : 15 minutes

1. Setting some basic ground rules will facilitate discussion. These should pertain throughout all of the training sessions. As the peer educators will be utilizing these ground rules in many of their programs, they can get a taste of what it is like to abide by them.

2. The rules are simple and students will probably already be familiar with them.

   a. Try not to interrupt other people. Speak one at a time and let people finish their statements.

   b. You can certainly disagree with someone, but don't attack the person.

   c. Try to use "I" statements when you are speaking. It helps the discussion if we "own" our statements, rather than making sweeping generalizations like "all girls/women feel..."

   d. Ask that people be sensitive to the issues because of the strong possibility that in any given audience or group, there will be survivors of sexual assault and abuse.

3. We suggest you say more on ground rule "d," and offer the following information:

   Sexual assault is an extremely difficult subject to talk about. Talking about rape brings up strong and often painful feelings for many people. Statistically, there are survivors of sexual assault in the room, as 1 in 4 girls/women and 1 in 6 boys/men are survivors of sexual assault or childhood sexual abuse. Both men and women are sexually assaulted, and it's important not to make heterosexual assumptions when addressing this issue. Most acquaintance rapes are intra-racial, meaning that the people who commit these crimes (perpetrators) generally assault members of their own race.

4. The numbers of survivors who will volunteer for SAPE training probably will be much greater than for other student activities,

considering the issue at hand. Thus, again, we encourage the use of the following information:

As discussions take hold, remember that there are survivors present. You can briefly discuss the issue of language, specifically whether to use the term "victim" or "survivor" when referring to someone who has been sexually assaulted. We have found it helpful to offer the following explanation: in educational settings, when referring to someone who has been raped, the word "victim" *may* be more appropriate because it conveys the idea of a crime which has been committed. People become "survivors" of sexual assault as they begin to move on with their lives, receive counseling, and get stronger. In therapeutic settings (counseling, group therapy), the word "survivor" *may* be more appropriate.

This training might be the first educative action many of the survivors have taken since they had been assaulted. Becoming a sexual assault peer educator is probably an important step in their healing process. However, it should also be acknowledged that training is *not* a therapy session, but an opportunity to learn how to be a sexual assault peer educator. You can provide a short list of resources (counselors, support groups, phone number of the rape crisis center, etc.) that survivors can contact following the training. Also, acknowledge that it might become too difficult for someone to complete the training process for personal reasons.

5. The facilitator should iterate that although people should respect each other's opinions and prior experiences with sexual assault, this does not mean that dialogue should be stifled. Nonetheless, the goal is to avoid wounding people. Sometimes this is a difficult line to walk, but encourage people to stick with the training, even though they might be frustrated. True learning comes when the group can work through those feelings of frustration together.

Single Sex Discussion Groups: 1 hour

1. Split the group into single sex discussion groups. (You may have to make more than 2 groups, depending on the size of the

group. Aim for around 15 students per group.) Each group should have a facilitator with them.

2. Ask the group to spend about an hour discussing the following questions:

   - What kind of messages about sex did you get growing up?
   - Where did these messages come from?
   - What about issues of sex and power? Talk about the differences between men and women/guys and girls.
   - What about sex and violence? Where did information like that come from?
   - Did you ever talk with your parents about sex and violence?
   - What do you recall learning about rape when you were younger?
   - What sorts of expectations about high school did you have as a ninth or tenth grader?

Goals of the Program: 20 minutes

1. Bring the group back together. Have a short discussion about the goals of a SAPE program. Write ideas on newsprint in a place where everyone can see. Keep the conversation focused on educational goals.

2. While the original SAPE program came up with six primary goals listed on pages 13 and 14, there are three primary goals specific to conducting workshops for other students. They are a) to teach the definitions of sexual assault, b) to talk about consent (i.e., "do I have permission to have sex"), and c) how to help someone who tells you about a sexual assault by providing resource information. Make sure these goals get emphasized during this brainstorming exercise.

Closure: 2 minutes

If you are not immediately going on to training *Session #2*, thank the students for participating in this first training session. Tell them when and where the next one is. Give them a phone number where they can reach you. If you are proceeding with the second session, have at least a 15 minute break.

5
LEARNING ABOUT SEXUAL ABUSE SESSION #2

Approximate time: 2-1/2 hours

Objectives

1. To generate an understanding of the definitions of sexual abuse.
2. To define the concepts of consent and force.
3. To clarify the role of alcohol and sexual assault

NOTE: This session may be quite volatile and bring up many disturbing feelings. The facilitator should take care to watch for participants who are upset or frustrated, particularly as victim-blaming comments are made. There are a few extra minutes provided in this session if you feel that you need to spend more time on any one section.

Introduction (5 minutes):

Give a brief overview of the topics for this session. Remind the participants of the ground rules and the disclaimers. You might want to acknowledge that this session will be more intense than the last one.

Definitions:

1. Exercise #1: The Sexual Abuse Circle (30 minutes)

The following exercise presents the definitions of sexual abuse to the group in an interactive manner (see figure).

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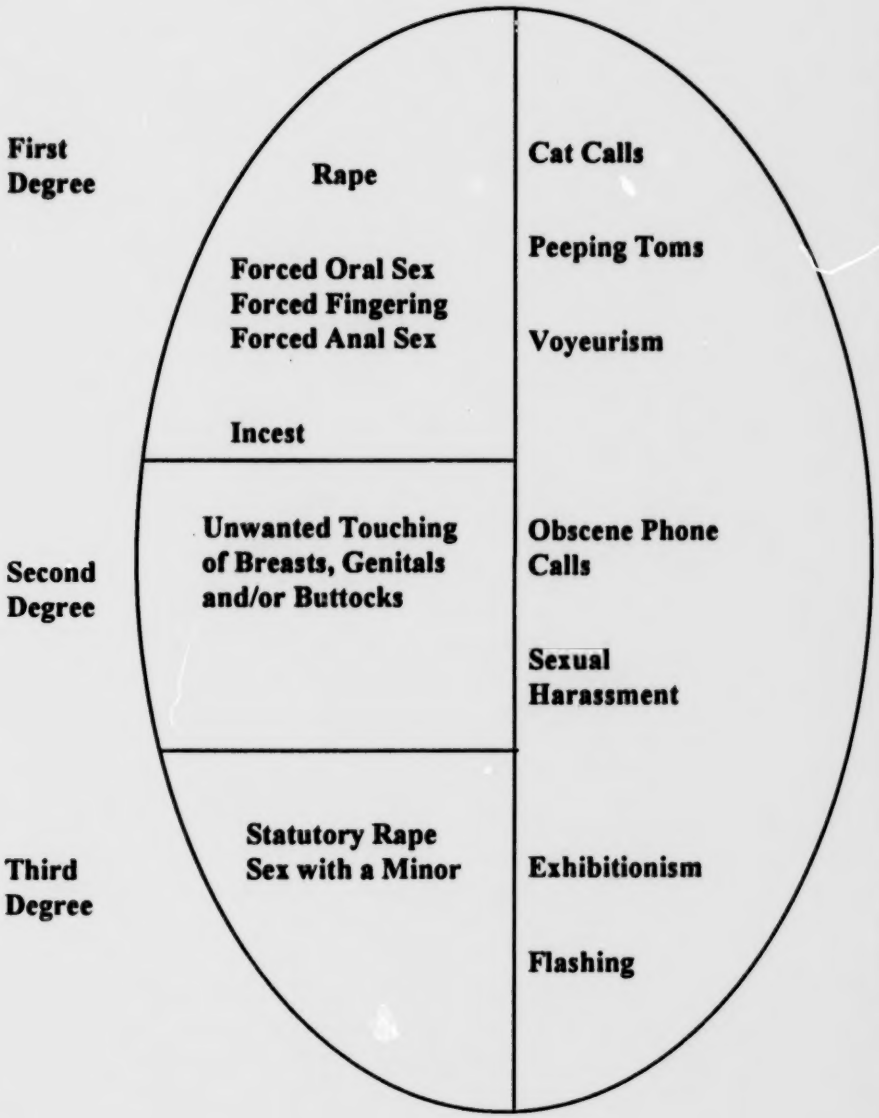
Sexual Abuse



1. The facilitator draws a big circle on either a blackboard or newsprint taped up on the wall and writes the words "sexual abuse" above the circle. Ask the group, "what is sexual abuse?" They should call out examples. They may need help getting started, so be prepared to offer a few suggestions.

2. Put everything that is sexual assault in the LEFT side of the circle (e.g. inappropriate touching, fondling, rape, incest, sex with a minor, forced kissing, forced fingering, forced oral sex, forced intercourse, etc.). Put other things in the RIGHT side of the circle (e.g. peeping Tom, obscene phone calls, flashing, sexual harassment, voyeurism, etc.)

3. Draw a vertical line dividing the circle in half. Say that the items on the LEFT side of the circle are examples of sexual assault, and the items on the RIGHT side are sexual abuse, but are not legally defined as sexual assault. You can add that for the purpose of our training, we are dealing with sexual assault.

4. Then draw horizontal lines on the left side of the circle dividing first, second and third degree sexual assault and go over each definition. Incest should be in the first degree sexual assault category.

NOTE: Since definitions of sexual assault differ from state to state, you might have to alter placement of the examples of sexual abuse. Make sure you are familiar with the legal definitions of sexual assault in your own state. Have a copy of the law with you so that you can refer to it and read it to the peer educators.

5. Answer any questions about the definitions of sexual abuse. The points that should be emphasized are that:

   a. The definition of abuse encompasses both sexual assault and harassment.

   b. The difference between sexual assault and sexual harassment is **physical contact** between the perpetrator and the victim.

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c. One form of sexual abuse is not necessarily worse or more painful to experience than another. The feelings of victimization can be felt by someone who experiences any form of sexual abuse.

d. Forced fingering and forced oral sex are examples of first degree sexual assault.

NOTE: Our experience with high school students has demonstrated that, although the sexual practices of fingering and oral sex are quite common among teenagers, it is not common knowledge that either of these activities without consent is a form of first degree sexual assault.

6. Read the legal definitions of sexual assault in your state to the group. Also read your school's policy on sexual assault (if you have one). Do not let the group get into a discussion of the school's policies at this time. Let them know they will have time to discuss it in a later training session that specifically addresses how high schools deal with sexual assault.

CONSENT AND FORCE
(TOTAL TIME ALLOTTED: 2 hours)

1. Exercise #2: Group definitions of consent and force

   a. Divide the group into several small groups. Ask the group to come up with a definition of "consent" that the entire group agrees on. Give one person in each group a piece of newsprint and ask them to be the recorder. Give them 10 minutes.

   b. Tape the definitions up on the wall and read them. Make sure that everyone in the group agreed on the wording for each definition. Have a 15 minute discussion on these definitions.

   c. Repeat the exercise again, using the same groups, but this time ask them to define "force."

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2. Exercise #3: The Hat Trick (5 minutes)

This exercise is helpful for many reasons. It demonstates the various ways we obtain consent. It reinforces the notion that one needs consent each time one engages in any activity. It also addresses a basic rape concept: it is wrong to take something that does not belong to you. Finally, the notion of marital or relationship sexual assault is demonstated by example "e."

To further illustrate the issues of consent and force, do the following exercise:

a. Pick a student in the group, go up to him or her and quietly ask his/her name. Say to that person, "I really like that hat (knapsack, wallet, watch, etc.)." Then take the student's hat. Ask the group "Do I have permission to take _____'s hat?"

b. Give the hat back to the student. Now say, "I really like that hat. Can I have it?" If the person says yes and gives you the hat, say to the group "Do I have permission to take _____'s hat?"

c. If the student says "no" to you, ask the large group if you have permission to take his hat.

d. If the student says "yes" the first time, ask that student to tell you "no" the next time. After the person says "no," try to convince the person to give you the hat. Use any type of persuasion necessary, including that you'll tell everyone that he lent it to you, that you'll tell his mother he lent it to you, that you'll jump off the top of the school if he doesn't lend it to you, etc. Hopefully, the person will finally give you the hat, if not, whisper to him to give it to you. Then ask the group if you have permission to have his hat and if so, how did you get permission.

e. Now tell the group that "Jim" has lent you his hat every day of the year for the past six months. You want to borrow his hat today but he isn't in his room. However, his hat is. Ask the group if you can take his hat anyway. When they say "no" ask them why not, etc.

LARGE GROUP DISCUSSION ON CONSENT AND ALCOHOL (50 minutes)

1. There will probably be some questions remaining on the issues of consent and force. If the issue seems to have been exhausted, feel free to move on.

2. This is a good time to discuss the issues of consent and alcohol. The question will probably arise about whether a person can give consent to sexual activity while under the influence of alcohol and/or other drugs. Laws in most states stipulate that being drunk or drugged can impair one's ability to give consent to a variety of things — hospital admission, the signing of certain documents, and sexual activity. However,with respect to consent to sex, in a court of law it is difficult to prove the level of intoxication short of being passed out. In the discussion, it might be helpful to point out the distinction between the handling of these cases by the criminal courts *versus* the way a school would handle it.

3. There may be some discussion about whether it is "fair" to place the blame on the male if the female has been drinking as well. While it is preferable that the facilitator lets the group figure out an answer to this dilemma that it feels comfortable with, it may be necessary to break in with some editorializing. One good answer that works is that there is usually one person doing the initiating of sexual activity who, if the encounter is non-consensual, becomes the perpetrator of an offense. We acknowledge that this might not seem "fair," but that is the way the law looks at these matters and possibly the individual school as well.

NOTE: This is a tricky discussion due to the variety of ways in which individual schools handle sexual assault cases, if they handle them at all. Unfortunately, it is not uncommon for some schools to place blame on a victim of sexual assault who has been under the influence of alcohol or drugs. For example, there have been cases where a victim has reported a sexual assault, and then has been subject to school discipline for violating the alcohol policy.

4. It is most helpful if a male facilitator/trainer can add a statement about the dangers of drunken sex, not only because of sexual assault implications, but also from the standpoint of what good sexual expression is all about. Basically, it is risky (i.e., disease, pregnancy, lousy sex, rape) for both people to engage in sexual activity when under the influence of large quantities of alcohol.

5. Students often ask the following question: "If a person is drunk and agrees to have sex by giving verbal consent, can that person say she or he was raped?" This difficult yet realistic scenario must be accurately addressed since the issue of intoxication and level of incapacity is tricky. Legally, one cannot imply or infer consent to sexual activity; it has to be obtained. Likewise, a person intoxicated to the point of being passed out, asleep, or unable to recall the incident is seen as incapable of giving consent to sex. If two drunken people engage in sex and there is no discussion of consent, one person may be vulnerable to criminal charges. (The person who does the penetration.) However, if a person say "yes" to sex, even in an intoxicated state, that "yes" is not meaningless. It can be seen as valid since there are different levels of incapacities which must be examined and considered: conversation, discussion, and recall of a sexual encounter as weighed against other behavior during the encounter. Training should not give the simplistic message "If a person is drunk, she or he can't give consent to sex."

Closure: 5 minutes

6
THE ACQUAINTANCE RAPE SCENARIO SESSION #3

Approximate time: 2-1/2 hours

Objectives:

1. To dispel some of the myths about sexual assault and provide some accurate information about sexual assault.

2. To present and discuss a typical acquaintance rape scenario.

Introduction (5 minutes):

Since many issues surrounding sexual assault deal with the notion of consent, the goal of this training is to address issues of consent through the use of a role play. We have already done an exercise in which you came up with a definition of consent. As a reminder to the group, read some of the definitions. Remind the participants of the ground rules. Ask them to try to integrate the concepts that they learned in the previous session into this one.

Presenting the Skit (10 minutes):

The presentation of this skit is enhanced by using experienced peer educators who are familiar with the material and do not read the script verbatim. However, if it is impossible to find such students, you can either rely on volunteers or arrange in advance for two students in the training to do the skit in front of the large group. Either way, you need one male and one female. The female will begin to talk. She will say to the group:

"We are going to tell you a story now about an incident that took place between two people named Donna and Mike. I'm going to play Donna and _____ will play Mike."

"Hi, my name is Donna and I go to _____ High. Last Friday night I invited my friend Sandy and these two guys Mike and John over to my house since my parents were away for the night. The four of us were in history class together and Sandy and John had been seeing each other for a while. The guys arrived around 9 with a lot of six packs and we started drinking and talking. I guess about an hour passed and I started to feel lousy and wanted to lie down. Mike told me he would keep me company since he really didn't want to stay with Sandy and John. When I got to my room I lay down on my bed cause I was feeling dizzy. Mike sat down next to me and began touching my hair and started telling me stuff like how pretty I was and how much he liked me. I was just lying there feeling not particularly great but I did smile when Mike complimented me. Mike leaned over and gave me a kiss and I kissed him back. Then he lay down on the bed next to me and we started kissing again."

Switch to the male peer educator who says:

"Hi my name is Mike and I also go to _____ High. Donna called me last weekend and invited me and another guy, John, over to her place. My friend John's girlfriend Sandy was going to be at Donna's too. I was pretty psyched cause I knew Donna from school and thought she was pretty hot. So anyway, we picked up a few six packs and headed over to her house. We were all having a fine time drinking and talking and then Donna said she didn't feel well and wanted to lie down. I figured she was wanting to be alone with me in her room and was embarrassed to come right out and say it in front of her friend Sandy. So I said, 'Cool, I'll keep you company.' When we got to her room she lay down on her bed and was smiling at me. I sat down next to her and starting kissing her. She was really into it..."

Switch to the female peer educator who says:

"After we were kissing for a while, Mike started to unbutton my shirt and I said 'No, don't Mike.' He kissed me again and then he

put his hand on my thigh, under my skirt. I told him to cut it out and tried to push his hand away. Then he started saying stuff to me like "What's the matter? You've wanted this all night. Everyone does it. That's why you invited me over. What do you think Sandy and John are doing?" At that point he grabbed me and started kissing me again and pulled at my shirt. I was trying to move away from him but started feeling really dizzy from all the beer, I just felt like I had no strength. I remember my shirt ripped and then Mike was pulling up my skirt again. He's a pretty big guy and much stronger than I am. I started crying cause I was so scared and I just couldn't believe what was happening. Mike just ignored my crying and proceeded to have sex with me."

Switch to the male:

"After some more kissing I started to unbutton Donna's shirt. At first she said, "Don't" but I wasn't sure what she was saying "don't" to so I kissed her again and she started to relax. I put my hand on her thigh under her skirt. At that point I think she just said "Mike" and turned away. I asked her what was wrong and told her I wouldn't hurt her. I mean, everyone does it, in fact I remember telling her that Sandy and John were probably doing it right now. So I started kissing her again and pulled her towards me. I unbuttoned her shirt again. Donna was just lying there but I figured she didn't want to look "easy" so she was just going through some motions. I remember she started to whimper but I knew that girls often cry when they're having sex. So I told her "Shh, everything will be OK."

Switch to female:

"It took only a couple of minutes and it was terrible. It hurt. When it was over Mike kept asking me what was wrong. I couldn't believe it, as if he didn't know. He forced himself on me and then thinks it's OK. I was so angry I wouldn't talk to him so he finally said he had to go. I mean, I felt so dirty and out of control and awful. After he left my room I just lay there sobbing."

Switch to male:

"After we were done I couldn't figure out what was wrong. Donna wouldn't even look at me. I kept asking her what was wrong but she wouldn't talk to me. So I told her it was getting late and I had to go. I told her I'd call her tomorrow."

Discussion of Donna-Mike Story (2 hours TOTAL):

1. Divide the group into **single sex** small groups. Depending on the size of the group, you may want to divide them into more than just 2 small groups. It is helpful to have a male facilitator for each male group and a female facilitator for each female group. However, if that is not possible, the groups can manage to discuss the scenario without the help of a facilitator.

2. Ask the group to discuss the scenario and the questions below but not necessarily in this order. Tell them that in addition to discussing the scenario, they will have one task in the small group (see "j" below) It is helpful to pass out these questions for the group to discuss:

   a. Is there a sexual assault according to the definitions?

   b. If so, when did it take place?

   c. Was there consent to intercourse?

   d. How do we account for two different stories?

   e. Expectations that two people have about spending time together.

   f. What about coercion? Was there any used by Mike?

   g. Talk about "maybe" and ambivalence about what you want to do sexually with someone (Donna probably just wanted to kiss Mike, not have sex with him).

   h. Talk about communication (like, what did Mike mean when he said he didn't know what Donna was saying "don't" to).

i. Talk about post-traumatic stress syndrome and how Donna might suffer from this. See note at end of this session for more information on post-traumatic stress syndrome.

j. One task in the small single sex groups is for the group to write down a list of things they want the opposite sex to know about the issue of consent.

NOTE: Instruct the group carefully about this task. You may need to interrupt halfway through this part and remind them of their task. The list they prepare should not be about what the guys think girls should do to avoid sexual assault and vice versa, but rather focusing on the issues surrounding consent and permission to have sex.

3. Have the single sex groups talk among themselves for 1 hour and then come back to the large group.

4. Ask a person from each group to be the reporter and summarize the comments from their group. You may need to break the large co-ed group down into two smaller mixed sex groups for discussion. Ask the groups to share with each other some of the things they listed they wanted the opposite sex to know about the issue of consent. This co-ed group discussion can run for 1 hour.

Closure (5 minutes).

NOTES ABOUT RAPE TRAUMA SYNDROME: The symptoms of post-traumatic stress syndrome, or Rape Trauma Syndrome, include "loss of appetite, sleep disturbance, nightmares, extreme phobias, preoccupation with the rape, anxiety about leaving the home and being with other people, inability to concentrate on studies and/or work, and sexual dysfunction." Without treatment, these symptoms may last for years.

Dr. Georgia Witkin-Lanoil notes that Rape Trauma Syndrome has three stages:

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1. **The acute phase.** In her silence, a woman's emotions may be expressed as physical symptoms: headaches, sleeplessness, nausea, muscle spasms or vaginismus (involuntary contraction of the muscles surrounding the vagina making intercourse painful or impossible). In addition, she usually experiences confusion, depression, anxiety, nightmares and jumpiness.

2. **The chronic phase.** After several days, a victim of date rape seems to slide into preoccupation with her role in the incident and a constant replaying of memories to figure out if she might have prevented it. The alternative is a temporary "adjustment" period that is based on denial of the incident.

3. **The long-term reorganization phase.** Often six or more months must pass before the victim digests and incorporates the reality of the experience. She can no longer avoid the telephone, she must deal with sex, she must seek treatment for residual phobias. Perhaps most important, the victim must acknowledge her anger so that she can move on with her life, rather than spending her energy trying to hide or control that anger.

7
PEER EDUCATION TRAINING SESSION #4*

Approximate time: 2 hours

Objective:

1. To provide the students with the skills to be an effective peer educator.

Introduction/ Characteristics of an Effective Facilitator (Total Time: 50 minutes):

1. Introduce this activity by stating that it will help participants identify important characteristics of an effective group facilitator and evaluate themselves regarding these characteristics and develop goals for personal development of effective facilitation skills.

2. Distribute the handout "Characteristics of an Effective Facilitator" (see Appendix L).

3. Have participants break into groups of three and discuss characteristics of effective and ineffective group facilitators for 10 minutes. It may help for them to think about classes they have been in and about a particular teacher's style: what was it the teacher did that made the class enjoyable? Was the class a learning experience or boring?

*This session is adapted from the *Peer Educator Training Manual* by MaryLou MacMillan, Office of Health Education, Brown University, 1992.

Participants may use the handout "Effective Facilitator" to take notes while they discuss.

4. Have everyone come back into the larger group.

5. Ask participants to share/name characteristics their group listed under effective and ineffective facilitators. Write these on a chalkboard or paper pad for all to see (5 minutes).

6. Discuss the characteristics participants have listed, emphasizing those that are important for effective group facilitation, those they should concentrate on (20 minutes).

7. Distribute the two handouts: "Personal Presentation Skills" and "Developing Personal Objectives" (see Appendices F and M).

8. Using the handout "Personal Presentation Skills," discuss some of the less obvious aspects of good group education. Mention the handout "Developing Personal Objectives" (Appendix M) and suggest that participants spend some time with this after training (10 minutes).

Individual Style (25 minutes):

1. Have participants brainstorm answers to the following questions (5 minutes):

   a. What different styles of presenters are there? (e.g., laid-back, joking, challenging, clinical)

   b. What makes one style different from another? (e.g. words, ways of presenting information, didactic *vs.* Socratic, ways of answering questions).

2. Distribute the handout "Worksheet: My Personal Style" (Appendix N). Have educators spend about 5 minutes reading the handout and doing some initial consideration of the questions. Suggest that educators spend more time on this after training.

3. Discuss briefly (5 minutes) that each educator will have her/his own style (based on personality and experience). Discuss also the importance of knowing your own style, and using rather than fighting it.

4. Discuss briefly ways to observe and identify your own style (10 minutes):

   a. videotape;

   b. have others observe you and give feedback; and

   c. while presenting, make mental notes of what feels right and works, and what doesn't.

Learning From Your Experience (15 minutes)

1. It is extremely important for all educators to realize the need for on-going self-evaluation and reflection on peer education experiences.

2. Discuss ways to learn from our experience. Include the following:

   a. "Debrief" after each outreach for educators to discuss how it went; read the evaluations!!!

   b. Go back to your mental notes about what worked and try to apply that approach to other parts of your presentation;

   c. Go back to your mental notes about what didn't work and try to figure out a different way to do it next time;

   d. Remember questions that were difficult to answer and find a way to respond better next time — asking someone else how they might answer is often helpful.

Word Choice (20 minutes):

1. Discuss with educators that the words one uses are important aspects of education, that the overall message and the specific words must be consistent. Talk briefly about being sensitive to the audience and being impartial/non-judgmental.

2. Use examples from personal experience or from listening to peer educators to illustrate the importance of word choice.

3. Help them be accustomed to using gender neutral language in order to strengthen their education by actively including all members of the audience. An educator's use of language is also important in helping break down stereotypes that audience members may have about who rapes, who gets raped, etc.

4. Have peer educators break up into small groups to discuss word choice.

Answering Questions (20 minutes)

1. Give specific instructions/pointers for listening to and answering questions. Be sure to include the following:

   - make sure you're really listening, not planning an answer;
   - clarify that you have understood the question properly or have answered the question;
   - how to make your answers as clear as possible;
   - how to give unbiased yet accurate answers;
   - how best to present scientific information;
   - how to deal with personal questions;
   - how to deal with questions that challenge political correctness;

- how to correct inaccurate information; and
- how to deal with expressions of intolerance.

Closure (5 minutes)

8
DIVERSITY AND MYTH BUSTING SESSION #5

Approximate time: 2-1/2 hours)

Objectives:

1. To provide an understanding of the diversity within the SAPE group and its audience.

2. To explore the dynamics of sexual assault and different cultures.

3. To dispel some of the myths about rape and race.

4. To learn how to be a myth buster.

NOTE: It is recommended that for the beginning part of this training on diversity, the facilitator be someone who is experienced in conducting workshops on the subject.

Introduction (10 minutes):

1. At the beginning of this session, ask everyone to close their eyes and visualize a rapist. Once there is an image in people's heads, the facilitator should ask participants to open their eyes and share with the rest of the group who they envisioned, what the rapist looked like. On a sheet of newsprint, list the characteristics of the rapist as envisioned by participants. You can then comment on the list keeping in mind the following questions:

   - Is the rapist a man or a woman?

- Where is the rapist?
- What is the person's skin color?
- Has the person been drinking?
- How old is this person?
- How is this person dressed?
- Is the rapist rich or poor?

2. Repeat the exercise, asking people to now visualize a rape victim. Make a list of the descriptions.

3. Ask the participants to keep these thoughts with them as they proceed through this session.

Diversity Exercise (1 hour):

1. Break up into smaller groups of about 6-8 people per group. Give each group a card with a different label on it (African-American, Asian-American, Latino/a, Jewish, Native American). Ask someone in each group to be the recorder.

2. Tell the groups that they are what the card says. Tell them to brainstorm as this ethnic group about their identity with specific attention to issues of sexuality. Allow 20 minutes.

3. Bring the groups back together and have them share some of their lists. I invite participants to comment on what each group comes up with. Include a discussion about where some of these ideas come from and which of these ideas are based on factual information *vs.* stereotypes. This discussion should go on for 30 minutes.

4. Closure on diversity exercise: spend some time (5-10 minutes) talking about how participants felt discussing these issues stressing that race and class issues are likely to be raised at some point during their work as peer educators. Talk about

how each peer educator will be bringing his or her own background into any classroom or workshop and how that might affect their audience.

NOTE: It is important for the processing of this exercise to be done by an experienced and knowledgeable diversity trainer/educator. It will be important to challenge certain assumptions made about various ethnic and class groups. Make sure that there is respect for difference between and within groups.

Myth Busting Exercise (1 hour):

1. Have the group name as many myths about rape that they can think of. Write them up on a piece of newsprint.

2. Pick two students from the group. Have one person "own" the myth and the other person "bust" the myth for about 5 minutes in front of the rest of the group.

NOTE: It is always easier to own or defend the myth and the buster can become easily frustrated. The point of this exercise is to teach educators how to challenge assumptions in a non-threatening educative way.

3. After several minutes of the myth busting, ask the large group to give suggestions to the myth buster. Encourage them to use data and statistics as they challenge the "owner" of the myth. For example, the myth about the way a woman dresses as an invitation to rape can be challenged by citing that women of all ages, including nuns and elderly women are sexually assaulted. Tell the students that in effect, they will have to be myth busters in any workhops they conduct.

4. Repeat the exercise for several more myths. If you like, you can do a few at a time, and then go back to this exercise at another time.

Closure (5 minutes)

9
RESOURCE AND PRACTICE SESSION
SESSION #6

Approximate time: 2 hours 15 minutes

Objectives:

1. To acquaint the peer educators with the resources in school and in the community who deal with sexual assault.

2. To provide time for the peer educators to practice a sample program and receive feedback on their presentation styles.

3. To reinforce the notion that they are educators and not counselors.

4. To teach the peer educators how to deal with possible disclosures following their workshops.

Introduction and Resources (30 minutes):

1. Paraphrase the above objectives for the peer educators.

2. Pass out a list of on and off-campus resources.

For this meeting, you should prepare a handout of a list of resources. The sheet should include information about:

- support groups for survivors of sexual assault;

- individual counseling (counseling office, school social worker, school psychologist, etc.);

- the local rape crisis center;
- hospitals to go to;
- peer support systems (i.e., other programs in school or in the community);
- what to do if you or someone you know has been sexually assaulted;
- local law enforcement agencies;
- the state system, criminal and civil suits (i.e., how to press charges); and
- applicable student organizations.

School districts are encouraged to develop their own materials on various resources, adapted for high school students, which can be revised annually.

3. Go through these resources with the peer educators. Pay particular attention to explaining and answering questions about the school's disciplinary system. If there is a particular school official who can explain the workings of the disciplinary system, it may be useful to invite this person to the meeting. You might want to invite representatives from the police department, the rape crisis center, and the attorney general's office to hold a panel discussion for the students. Be sure to allow ample time for questions and answers.

NOTE: Any discussion about the handling of sexual assault cases by a school's disciplinary system is likely to become confrontational if there is student sentiment (and there usually is) that these cases are often mishandled. While it is important for students to air their views and experiences with the discipline system, it will be helpful to get the group to come up with possible suggestions or strategies for making the system better. And although the criminal courts do not have a great track record with sexual assault cases, it is important to encourage students to strongly consider that option and be properly informed about it. Perhaps

one way to strengthen the criminal court option is to have the courts hear more of these cases. A discussion of the school's discipline system may be a "non-issue" if the district/school has yet to deal with an assault case.

Practicing the Workshop (1 and 1/2 hours):

1. Pass out the workshop script to the peer educators. (See Appendix G for a sample script. This script was used for a mandatory first-year orientation program).

2. Split up into small co-ed groups of about 15 people per group. Go through the script, having different students present different sections. After a student has presented a section to the small group, ask the other students to give her/him feedback. First, have them discuss what the peer educator did well. Then, have them discuss what the peer educator could have done better.

3. If it is at all possible to videotape the students practicing, it is strongly encouraged. This is an extremely effective tool for providing feedback on presentation style, facilitation skills, etc.

NOTE: Be aware that some students may be extremely nervous about presenting and it is important to give them positive feedback. Remind them that they will not be on their own when they present workshops, as they will have at least one other partner. If there is a section that they feel shaky about doing, chances are that their partner will be O.K. about presenting that section in the actual workshop. They will always have time to meet with their partners before a workshop to work out who does what part.

Closure (15 minutes):

Reconvene the large group. Find out if there are any pressing questions. Have the students fill out a training evaluation form.* Thank them for participating in the training. Let them know the logistics of

*Schools are encouraged to develop their own evaluation instrument.

when workshops will be taking place and when they will find out who their co-facilitators are. If you are training students for workshops they will be presenting at various times during the year, make sure you have a scheduling plan and possibly a contact person (a student) who is the scheduler.

10
POST TRAINING WORKSHOP

Post Training Logistics: This information is helpful if you are doing a mandatory or optional program for a large group of students.

1. Assign partners (male/female pairs) for the workshop. Notify the participants with the name and phone number of their partner(s). Tell them where and with whom they will be facilitating. Tell them that they must meet once on their own to go over the workshop.

2. Have all of the peer educators meet a half hour or so before the workshop for a pep talk and last minute instructions.

3. Provide time directly after the workshop for a short "debriefing" session, where peer educators can share their tales and war stories.

4. Make sure that you give evaluation forms to the people who receive the workshop (Appendix O). This will allow you to evaluate the success of the trainings and the workshop itself. You can utilize these suggestions to make trainings stronger in the future.

11
BEYOND WORKSHOPS

Once you have a trained group of peer educators there are many projects and programs for the group including marketing sexual assault awareness, the SAPE theater program, work in other schools, radio ads. This section will describe how SAPE can be expanded and will hopefully provide the reader with some good suggestions. A first step however, is to make sure that your program receives some visibility. Some knowledge of marketing strategies is useful in launching any new program at a high school. Each school is different and the ways in which students learn about what's going on vary. Depending on the institution, look for effective vehicles for spreading the word about a new program. For example, at many high schools, there are daily announcements posted or read aloud. If budgets allow, creative pins, tee shirts, hats, etc. which call attention to the group are also helpful.

The Theater Troupe

One possible expansion of a SAPE program is the development of a "theater troupe." Many students express interest in developing an interactive theater workshop that can be presented to area high schools. The "Mike and Donna" scenario used during the training can be creatively developed into a short theater piece. Interested students need to devote considerable time to this project and will have to work for many hours developing the "Mike and Donna" scenario into a ten minute three scene play.

The theater piece works as follows: the play consists of 6 characters, Mike and Donna, Mike's inner voice, Donna's inner voice, Donna's friend Sandy and Mike's friend John. Following the skit (see Appendix H for a rough copy of the script), the actors remain in character and answer questions from the audience for about forty-five minutes. For instance, if someone asked "Mike, why didn't you listen when she said no?", Mike would typically answer "Hey, but a lot of girls say no when they really mean yes. She was just playing hard to get."

Throughout the question and answer session, a facilitator interjects pertinent statistics on sexual assault. For example, when Mike answers a question about how much he had been drinking, the facilitator says "Fact: 75 % of men are drinking at the time of an acquaintance rape." For a list of these statistics please see Appendix I. The actors are free to answer the questions from the audience as they see fit. There is a personality type for each of the characters and the actor needs to stick to this personality. The only prompting the actors receive is to give certain answers to predictable questions which then allows the facilitator to give pertinent rape facts.

The high school students are then split up into single sex discussion groups followed by a mixed sex discussion group. The processing of the skit is similar to that given in *Session #3.* The workshop is designed to give female and male students time alone in single sex groups to feel comfortable and safe discussing what they just saw. The difficulty often arises when the single sex groups reconvene into a mixed group. There discussions often become emotional and heated and require excellent facilitation skills on the part of the peer educators.

Some schools might think that it is preferable to use students with some theatrical experience. This is not necessary since the use of peer educators who are trained in sexual assault issues are able to perform in a natural and improvisational way. However, if you are not using theater students, much time has to be spent teaching the educators how to project on stage and helping them stage the scenes.

It is helpful, but not obligatory, if the peer educators learn to play all the roles. It can be extremely stressful for the same students to play the same roles of rapist and rape victim, however there may be some girls/women who are not comfortable ever playing the role of the victim. The question and answer period, when the actors remain in character, is emotionally exhausting. It is also recommended that the facilitator announce that the actors break from character at the end of the question and answer period. A final recommendation is that the characters in the play have different names than the actors performing.

Be warned, if you are interested in developing a similar theater program, it is **definitely** necessary to have many rehearsals for interested peer educators. Answering practice audience questions is especially important. For several of our high school programs, one of the educators

recorded the questions that the audiences asked. This was extremely helpful for training new "actors" during the semester. Initially as we developed this program, we were unable to anticipate the kinds of questions the high school students would ask. Our list will be helpful to those schools now contemplating such a program. For examples of questions that high school students have asked during workshops, please refer to the Appendix J.

Before performing for the first time, it is recommended to hold many open rehearsals including one in which other high school students are invited to attend. The theater troupe will need to rehearse for many hours at a time and will find it necessary to have ongoing discussions, rehearsals and changes implemented in the script as the "season" continues. For example the "Donna and Mike" scenario can come across as a rather white, upper middle class scenario. For the majority of independent schools and boarding schools, this script works. However, a script which more accurately reflects the social and cultural norms of inner city high school students will need to be developed if the audiences are from large urban public high schools.

School Outreaches

It is possible to adapt the basic workshop for various types of audiences. Once a program is established and well publicized, there will be many requests for presentations. Outreaches can be directed not only to students at different schools, but to faculty, administrators, coaches, and staff. Hopefully, there will be varsity athletes who are peer educators and will be part of the presentation to the coaches and athletic trainers.

Radio Ads

Another effective way of reaching students and spreading the word about sexual assault is through the use of creative radio or television spots. Television public service announcements are often prohibitive in cost. However, radio ads may be more of a possibility and are certainly cheaper to produce. It is costly to run ads on the radio so it may be useful to look at certain times during the academic year when it makes more sense to run such ads. Another possibility is to consider asking various student organizations to sponsor the ads, with the provision that their name will be mentioned as a sponsor.

Schools may be able to assist high school students who are interested in working with local radio stations. Through either internship programs, or independent study projects, students can write, develop and produce appropriate ads addressing sex without consent (see Appendix D).

12
SOME PARTING THOUGHTS

The advantages of peer education programs often cite that the educators benefit the most from their programs. This is certainly true for a sexual assault peer education program. Students who are involved in these program continue to praise the positive effects it has had on their lives as students, boyfriends or girlfriends, and even job applicants. One of the more often cited gains of a program is the development of the students' facilitation skills. They find that they have greatly improved in everything from talking in class to interviewing for jobs, and that these are new skills as a result of their involvement in the program.

Evaluation results show that peer educators gain tremendous confidence in their ability to facilitate small and large groups, talk in front of an audience, and understand the complexities and implications of sex without consent. Another positive effect of the program is the type of bonding that goes on within the group of educators. This is particularly exciting to see since it usually involves students from different backgrounds with different interests and needs learning to connect in important ways.

The authors hope that this manual is instructive and useful in establishing or enhancing a peer education program. To adequately address the complexities of date rape through peer education, it is important that the training tackles the controversial aspects of rape, pays attention to language, and challenges students' views on male/female relationships. These discussions are a significant part of a SAPE training and, although heated and frustrating at times, they provide important teachable moments for the students in the program. There are some issues where peers, rather than professional staff, can do a much better job educating students. Sex without consent is one of those topics.

PART II:
ACTIVITIES FOR CLASSROOM TEACHERS

This section of the manual contains a compilation of activities and programs that teachers and health educators can use to help students develop awareness about sexual assault and build empathy for those dealing with this occurence. Each exercise is described in detail, providing learning objectives, step-by-step instructions, and materials needed. The amount of time needed for each exercise is variable but each one has been designed to be taught during a typical forty-five minute class period.

Some of these exercises are more volatile than others. It is recommended that the teacher be comfortable, knowledgeable, and familiar with the subject matter prior to the actual instruction. Information provided in this manual will hopefully assist the teacher in preparing for this classroom instruction.

There is great variability among school districts in the amount of time allotted for the teaching of sexual assault information. Often the material has to be covered during the sex education course and only a few class periods are devoted solely to sexual assault awareness. It is recommended that the selection of the appropriate activities be made according to the amount of time allotted, type of student, age/maturity level of student, and competencies of the faculty.

The exercises are not given in any special order. There are some activities which are less threatening and may work better in the first few class periods. There are five classroom activities described in this section with reference to an additional four exercises described in part one of this manual.

13
A SEXUAL ASSAULT MIXER ACTIVITY #1

Objectives

The participants will begin to know other participants' views and attitudes regarding sexual assault. Participants will also begin to assess their own attidudes and beliefs. Participant will feel more comfortable discussing issues of sexual assault.

Materials

Sexual assault mixer sheets and pencils.

Step-by-Step Instructions

1. Distribute worksheet: Sexual Assault Mixer ("Find Someone Who"). Read directions and give participants about ten minutes to get signatures from the other participants. Move quickly around the room until you find someone who agrees with a statement and ask that person to sign their name on the line under the statement. No one may sign more than one statement.

   Try to get all the statements signed or have the most signed at the end of the allotted time. Explain that if anyone gets every statement signed they should tell you immediately and the game will end.

2. When someone is finished or after about 15 minutes, ask participants to return to their seats.

Discussion Questions

a. Were there any statements no one was willing to sign?

b. Were there any statements that you had difficulty deciding whether you would sign?

c. Which statement do you have the strongest feelings about?

d. Are there statements you would like the group to discuss further?

This is a good opportunity for the teacher to use statistics and facts which will support certain beliefs.

A SEXUAL ASSAULT MIXER

Find Someone Who

1. Thinks schools should take a more active role in educating students about sexual assault.

2. Knows someone who has been sexually assaulted by a date or acquaintance.

3. Can name 3 rape myths.

4. Thinks that a girl/woman is never responsible for her own rape.

5. Knows someone who has changed their drinking behavior because of concerns about sexual assault.

6. Can distinguish the difference between first, second and third degree sexual assault.

7. Has talked with their parents about sexual assault.

8. Has been concerned over a friend's excessive drinking and its' subsequent behaviors.

9. Has encouraged someone to be more careful about sex.
10. Has no trouble saying "no" when they want to "say no."
11. Believes that there is no such thing as "date rape."
12. Believes that "NO" means no.
13. Believes that girls/women often say "no" when they mean "yes."
14. Thinks that if you spend alot of money on a girl, she owes you something sexual in return.
15. Knows what is meant by "S.U.I."
16. Thinks that all men are rapists.
17. Believes that if a girl/woman is dressed in a sexy way, then she is asking to have sex.
18. Feels that if a girl/woman starts "fooling around" with a guy, then intercourse will definitely follow.

14
WHO IS RESPONSIBLE FOR A RAPE? ACTIVITY #2

Objectives

The participants will begin to understand who is ultimately responsible for a rape and that bad judgement is not a rapable offense. The participants will also begin to build empathy toward rape victims/survivors.

Materials Needed

Five large cards, (8' by 11' cardboard will do) each one with a different statement. The statements are as follows: NONE, A LITTLE, HALF, A LOT, ALL. Also needed is masking tape.

Step-by-Step Instructions

1. Before the class begins, tape the cards on different walls/places in the room. You then begin by telling the class that you are going to tell them a story. Here is the story:

   Jenny is a sophomore in high school and she and her friends decided to go to a party at Ken's house on Saturday night. Jenny and her friends were a little nervous to go since mostly seniors would be there and this was the first party of the year that they decided to go to. When they got to Ken's, the party was in full force. There was plenty of beer to go around and Jenny and some of her friends decided to have a few beers. Shortly after she arrived, a senior guy, Eric, came over to her. She had always thought he was pretty cute so she was quite flattered that he was paying attention to her. He was quick to offer her more beer when she had finished her first one. After about an hour and a half of talking and dancing with Eric,

Jenny was definitely feeling the effects of the beer and decided she better not have any more. At some point in the evening, Eric suggested they go outside to talk since the party was getting pretty noisy and the room was getting pretty stuffy. They decided to take a walk and ended up sitting down outside not far from the house. Eric had brought some beers with him on the walk and offered one to Jenny which she refused. Soon he was complimenting her on how nice she looked and how much she had changed since her freshman year. At this point they were lying down and Jenny was clearly enjoying Eric's attention and was even wondering what it would be like to kiss him. She didn't have to wonder too long since Eric reached over and kissed her pretty passionately. Soon Eric's hands started moving from Jenny's face to her breasts and she really wasn't comfortable with the pace that he was going. She sat up and started talking about school and sports. She also decided to have another beer since perhaps this tactic would slow things down. After some talking Eric started kissing Jenny again and this time pulled her down on the ground and climbed on top of her. Jenny was telling him to wait and slow down but he didn't seem to be listening. She remembers saying "No, Eric, don't." The next thing Jenny knew, Eric had pulled her skirt up, pulled her underpants off and was having sex with her.

2. After you are done telling the story, ask the students to get up and go stand by the sign that best answers this question: "How much of the responsibility for being raped belongs to Jenny?"

3. When the students are standing in front of a sign, ask them to talk among themselves about why they are standing in that spot. Encourage all students to participate in these discussions.

4. After about five-ten minutes of discussion, ask each group to tell the others why they are standing in front of their card. **Do not** let others interrupt each group as they report to the whole group.

5. Ask the group to sit down and then encourage some discussion of the exercise and the responses of their classmates. The discussion may be heated but the final word on this exercise is the teacher's.

6. Ask the class if Jenny showed bad judgement that night. Agree with the class that in fact she did, by drinking too much, by going off alone with someone she didn't know that well and by being in a secluded spot with him. However, it is important to stress that even in the presence of bad judgement, the actual repsonsibility of being raped is not Jenny's. She is guilty of bad judgement but does not deserve to be raped because of that. The responsiblity of a rape belongs solely to the person who does the raping, the person who does not have consent for sexual activity, "who takes" something that does not belong to him, and who ignores another person's needs/desires/wishes.

15
TALKING ABOUT SEXUAL ASSAULT ACTIVITY #3

Objectives

Participants will learn that many of us feel uncomfortable talking about intimate things like sex. They will learn that the ability to communicate about sex enhances sexual relations and reduces the likelihood of sexual experiences which are abusive and assaultive.

Materials Needed

Newsprint paper, felt tipped pens, and masking tape.

Step-by-Step Instructions

1. Divide the class into small co-ed groups of 7-9. Each group should be given newsprint paper and a felt tipped pen.

2. Explain that you want to do an exercise to look at all the possible reasons that might make group discussion about sex and sexual assault difficult. Tell the groups that you want them to brainstorm and list all the reasons that make it hard to talk about sex with others in a group. Tell them to place a star by those reasons which seem to be most important.

3. After 10 minues, have each group post and read their lists. Have them compare and react to each other's lists and comment upon the similarities.

4. As a large group, discuss such issues as:

    - Would it be easier to talk in a group that is all female or all male? Why?

- Would it be easier to talk if everybody in the group were the same age? ethnic group? Why?
- Is there agreement on what the main reason is that makes talking about sex so difficult?
- Why is it difficult to talk to parents about sex?
- What information about sexual assault have they been given by their parents?
- Why might it be hard to talk to a boyfriend/girlfriend about sex?
- Who seems more open to talking about sex men or women?
- What makes it difficult to talk openly about sexual assault?
- In what situations do you find it easier to talk with your friends about sex?

16
THE SEXUAL ASSAULT CONTINUUM ACTIVITY # 4

Objectives

Participants will begin to assess their own and other people's attitudes about sexual assault. They will also learn to listen to each other as the topic of sexual assault is discussed. Participants will be able to examine prevailing views about date and acquaintance rape.

Materials Needed

Six large cardboard cards, each one with a differnent saying on it. Cards read: STRONGLY AGREE, AGREE, MILDLY AGREE, MILDLY DISAGREE, DISAGREE, STRONGLY DISAGREE. If you prefer, you can use a large blackboard. Also needed is masking tape.

Step-by-Step Instructions

1. Tape or place the cards in the order written above either in front of the class or around the entire classroom. Tell the class to stand up. You will then read a series of statements listed below. After each statement instruct the class to stand in front of the card that best describes their feelings on the statement. Tell the class that they have to choose a response to what you have read. Ask the group to share with each other why they are standing at that spot. After several minutes of discussion, ask the group to have one person in their group share with the others their position on the statement. Tell the group that they may not react to what others are saying, they need to listen to each other, whether they agree or not.

2. Repeat the same process for each statement. At the end of the exercise ask the class to sit down. Discuss with the class some

of the prevailing attitudes and values displayed by the class. Point out using appropriate statistics whenever possible, the way we all buy into certain rape myths. At the end of the statements is a list of some possible "ammunition" to combat some of the attitudes.

3. Here are the "forced choice" statements to be read aloud one at a time:

   a. Women/girls who dress seductively are asking to be raped.

   b. The majority of men who rape have available sexual partners.

   c. Women/girls can always avoid being raped.

   d. The majority of reported rapes turn out to be false accusations.

   e. Rape is no big deal, the media has blown it all out of proportion.

   f. When a girl/woman says "no," she really means "yes."

   g. If a guy spends money on a girl, she owes him something sexual in return.

   h. When two people are drunk, it's not fair to blame the man if the woman says she was raped.

Helpful Data to Counter Some of the Statements Above

- FBI statistics say that the false reporting of rape is like any other crime, approximately 2-4% of cases.

- The way a woman is dressed has no bearing on her becoming a rape victim: nuns, elderly women, handicapped women, and women in jogging clothes are raped.

- Most state laws cite that a person who is intoxicated is rendered incapable of giving consent to a variety of things: admission to

a hospital, signing certain documents, and having sexual intercourse.

- In a well published survey of Rhode Island teens, the majority of boys and girls (roughly 60%) thought it was okay for a guy to force sex on a girl if he had spent money on her ($10).

- In many studies of rapists, it has been shown that these men do have available sexual partners, wives, etc. Rape is about power and dominance and not sex.

17
WHAT DO YOU SAY NOW? ACTIVITY # 5

Objectives

Participants will develop skills to negotiate sexual situations. They will have the opportunity to practice talking to each other about sexual matters and will enhance their ability to communicate about sex.

Materials Needed

Index cards, each one with a role play scenario written on it with separate instructions for role A and role B.

Step-by-Step Instructions

1. Role-playing sexual negotiations. Write out in advance different scenarios. (See the sample role plays which follow.) The role-play exercises can be done by two volunteers in front of the class or by having the students break into groups of 3, one person will be A, one will be B, and one will observe. Later these roles can be switched. Whatever option is used, a discussion should follow the role-plays.

2. Explain what role-playing is, that one person will assume a character with certain attitudes in a certain situation. While each player is assigned a certain attitude, they can change it during the role-play if their partner convinces them to. If a player is having difficulty playing a role during a demonstration in front of the class, invite another student to jump in and take over the role.

3. In each role-play, everyone is told what the scene is and then those playing roles "A" and "B" are given their instructions

about attitude separately. They then come together to play the role.

4. What may follow is a variation of roles. You can ask the students to suggest other scenarios.

5. Notice that the roles A & B are gender neutral.

SAMPLE ROLE PLAY SCENARIOS

1. SCENE: A and B have been fooling around together at a party. They have been slow dancing and making out on the dance floor. They both are feeling the effects of too much alcohol.

   ROLE A: Wants to leave the party and go out to someone's car where they can be more private.

   ROLE B: Is enjoying the attention of A and doesn't want to lose this attention, but definitely is uncomfortable with the idea of going off alone with A to the backseat of someone's car.

---

2. SCENE: A and B are home alone at A's house. A's parents are out of town for the weekend. A and B have been seeing each other for about two months and have been sexually involved but have not had sexual intercourse. At the moment they are fooling around pretty heavily.

   ROLE A: A is highly aroused and feels ready to have intercourse. A thinks B may need some convincing in order to "go all the way."

   ROLE B: B is turned on and enjoying making out but definitely does not feel ready to have intercourse.

---

3. SCENE: A and B are at a big beach party where they are doing some heavy drinking. A and B hook up. They go down to the beach to be alone and just as they start fooling around, A passes out. B has sex with A and falls asleep. Several hours later they wake up.

   ROLE A: A does not remember what happened and turns to B for some answers.

   ROLE B: B is a little vague on the details but remembers that intercourse took place.

---

4. SCENE: A and B are best friends. They both partied pretty hard the night before. The next morning A calls B to see how the night went.

   ROLE A: A met a great person at the party who will hopefully be in touch.

   ROLE B: B does not want to discuss the events of the evening because a possible sexual assault took place.

---

5. SCENE: A and B are talking about a big party that happened over the weekend. B tells A that C was there and was so drunk that she passed out. B tells A that while C was passed out, two other people started touching C and fooling around with her.

   ROLE A: A is really upset with this account but doesn't quite know how to tell B.

   ROLE B: B is bragging about the night's events and thinks C deserved whatever she got.

18
ACTIVITIES FOR THE CLASSROOM TEACHER IN PART I

For a complete description and step-by-step instructions which classroom teachers may adapt from Part I of this manual see the following:

- SEXUAL ABUSE CIRCLE: Training session #2
- HAT TRICK EXERCISE: Training session #2
- CONSENT AND FORCE EXERCISE: Training session #2
- DONNA AND MIKE STORY: Training session #3
- MYTH BUSTING ACTIVITY: Training session #5

In each exercise the amount of time needed and the specific learning objectives are stated.

APPENDIX A
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APPENDIX B
SEXUAL MISCONDUCT POLICIES

Some Guidelines

In writing a school district sexual misconduct policy the Board of Education and its administration should make sure that the following points are covered: definition of sexual misconduct,* school and community resources, and appropriate responses within the schools and the state laws. Any school policy should protect the rights of all involved in the reported case, including the rights of the alleged victim, the alleged perpetrator, the parents of both students involved, and the schools. The policy should include steps that are mandated by state laws and school rules, as well as optional steps which can be taken when appropriate.

It is important that the sexual assault policy and protocol reflect a sensitivity which encourages students to report incidents. As a school district begins the process of developing a sexual assault policy it will become clear that there are very definite guidelines available from state agencies and medical facilities. These agencies can be most helpful in the writing of appropriate responses to rape situations.

It also is recommended that policy outlines steps for preventive education. Both male and female students need to understand what consent means and the obligation that sexual partners have to communicate and respect one another. District and local school policy should encourage students to seek adult guidance when making decisions about becoming sexually active and in cases where violations occur.

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*Possible definition to use: Sexual misconduct is defined as non-consensual physical contact of a sexual nature. It includes acts using force, threat, intimidation, or advantage gained by the offended student's mental or physical incapacity or impairment of which the offending student was aware or should have been aware. The use of any drug, including alcohol, judged to be related to an offense will not be considered a mitigating circumstance but an exacerbating one. Although sexual harassment is a form of sexual misconduct, the School District handles these cases as a separate offense.

A Sample Sexual Assault Position Paper

The following sexual assault position paper has been developed at the Northfield Mt. Herman School in Northfield, Massachusetts and is reproduced with permission from the school:

"The School is obligated to protect the legal rights of all students involved in sexual assault cases, both alleged perpetrators and alleged victims. The institution's response to a reported case cannot be one which asks either party to incriminate himself/herself under the law. Therefore, the School cannot convene a board or panel to hear sexual assault complaints, nor can School administrators take on the role of determining, by legal standards, whether or not an assault has occurred.

"The School can, however, respond to the proven violation of a Major School Rule. Assault is covered under the second Major School Rule:

> *"Impinging on the well-being or violating the rights of others (e.g., sexual or any other harassment; racial, religious, or ethnic intolerance; and physical injuries or threats)...If the circumstances of the first offense are very serious, the Dean of Residential Life may dismiss the student upon his own initiative..."(School Handbook, pp. 14-15).*

"In responding to reported cases of sexual assault, the welfare and rights of all parties concerned must be taken into consideration. This includes the rights of the alleged victim, the alleged perpetrator, the parents or guardians of all students involved and the School.

"To this end, the Protocol includes both mandatory and optional steps. It is designed to cover all contingencies, and to address both recent and long-past situations.

"In all cases, School personnel must be sure that students involved in a sexual assault are informed of the protocol. Additionally, students should be made aware of all options and the possible consequences of their choices.

"It is of concern that the necessary legal and institutional responses to a reported sexual assault may cause the alleged victim to lose control of events and to feel exposed and disempowered. If this occurs, students may hesitate to report future incidents."

The Northfield Mt. Herman School has developed an extensive flow chart with their protocol for dealing with sexual assault incidents. It begins with the incident and initial report. Disclosure of the alleged assault is made to the School's Health Educator, Social Worker, or Physician by the victim, a peer, a peer educator, student leader, staff, faculty or administrator. There are two actions which can be taken following the initial report: optional action and mandatory action. The protocol then describes supportive treatment for the alleged victim as well as the State's legal requirements. Also mentioned are the institutional obligations within the school. For additional information and copies of their protocol one may contact the Northfield Mt. Herman School in Northfield, MA.

APPENDIX C
SAMPLE RECRUITING ADS AND TABLE SLIPS

RACE, CLASS, AND SEXUAL ASSAULT

Join S.A.P.E. (Sexual Assault Peer Educators), a diverse group of students leading outreaches and opening discussion about rape and sexual communication with incoming students. Looking especially for participation from both males and females. Informational meeting: **Wednesday, Feb. 12. 8:30 p.m. Room 001. Refreshments served. QUESTIONS? Call x3145**

WHAT PART OF "NO" DIDN'T YOU UNDERSTAND?

Interested in stopping sexual assault at school? Join S.A.P.E. (Sexual Assault Peer Educators), a diverse group of students leading outreaches and opening discussion about rape and sexual communication with incoming students. Informational meeting: **Wednesday, February 12. 8:30 p.m. Room 001. Refreshments served. QUESTIONS? Call x3145.**

APPENDIX D
SAMPLE RADIO ADS

Radio Ad #1

Voice #1: No!

Voice #2: Stop it!

Voice #3: Cut it out!

Voice #4: I said no!

Voice #5: No!

If a person says no and you don't listen, it's against the law. "No" only has to be said once. Make sure you're listening.

Brought to you by the school Sexual Assault Task Force and the Sexual Assault Peer Educators.

Radio Ad #2

(sounds of a party)

Voice: 75% of men were drinking at the time of an acquaintance rape; 55 % of women were drinking when they were sexually assaulted.

A person can not give consent to sex while sleeping, unconscious, or intoxicated by alcohol.

Help stop rape. Be aware of the connections between sexual assault and alcohol.

Brought to you by the school Sexual Assault Task Force and the Sexual Assault Peer Educators.

Radio Ad #3

One in four college women are survivors of rape or attempted rape.

One in six men are survivors of sexual assault or childhood sexual abuse.

Forty-two percent of college women who are raped tell no one about their assault.

If you or someone you know is hurting from a sexual assault, there are people for you to talk to, get support and learn about your options. Help is available.

On campus, contact either the Women's Center, the Counseling Center or campus police.

Off campus, call the Rape Crisis Center.

Its time to heal.

Brought to you by the campus Sexual Assault Task Force and the Sexual Assault Peer Educators.

APPENDIX E
NOTES FOR WORKSHOP FACILITATORS

The Role of a Facilitator

As a facilitator, your job is to open and close the workshop, stimulate discussion, and maintain the focus of the session. Two things to keep foremost in your mind while facilitating are:

1) Try to make the group as comfortable as possible for the participants, and

2) PAY ATTENTION.

It will be important for you to understand that your position as a facilitator will be substantially different from the position of participant. Your behavior will have to take this into account.

FOR EXAMPLE: As a facilitator, you will be a model for the group. As a facilitator, you will be perceived as an authority.

HELPFUL HINTS: Do not argue, debate, or try to push an opinion. As a facilitator, your role is to clarify other people's thoughts, ideas and impressions, and to facilitate discussion.

Focus attention away from yourself. If, for example, you tell a story or talk about your own thoughts, remember to end with a question in order to open out the discussion and bring others into it. If you do not remember to open out the discussion, one of two problems may arise: 1) others may take it as a cue and talk about themselves without leaving much room for dialogue; or 2) others may be intimidated or reluctant to speak up after the facilitator has spoken.

As a facilitator you should recognize those who wish to speak, especially when discussion is heated or active. Part of your role as a facilitator is to **AVOID**:

- people interrupting each other;
- back and forth between two individuals in the group;
- attacks on individuals;
- leaving people out of the discussion.

Notes on Opening/Closing the Workshop

A. Getting Started:

1. Physical environment:

Make sure the group is as comfortable as possible for the participants. Pay attention to:

- The arrangement of the room and seating should help rather than hinder group discussion and participation. Can everyone see everyone else? Can everyone see the videotape? Are people seated comfortably? Also, if people come in late, will there be room for them?
- Temperature and noise level are also important. If the room is too hot, you will lose people quickly (open a window). A lot of outside noise will be distracting (close a window).

2. Introduction:

Introduce yourself by first name. Explain that you are a volunteer educator, you have been trained in what you will be presenting during the discussion, but that you are not an expert on sexual assault. There may be questions that you will not be able to answer; don't be afraid to say "I don't know." You can refer people to the Rape Crisis Center or to the Office of Health Education for more information.

Give an overview of the agenda for the session.

B. Closing

Give about 5 minutes "warning."

Use summary statements or "questions to think about" to help synthesize what has been addressed in the workshop and to bring things to a close. You can take a few minutes to recap some of the salient points with the group, for your benefit and theirs.

Leave participants knowing where to go for more information; give them names or places, and written materials to take with them.

Facilitator Skills

A. Listening Skills

The biggest thing to remember is to really listen to what a person is saying. Be an "active listener" — put full energy into listening. DO NOT try to formulate an answer in your head before they are finished speaking; you will not be paying full attention to what they are saying. Don't be afraid to take a few seconds after they finish to formulate a response.

Remember that you are listening in order to clarify thoughts, ideas and impressions, not to debate or prove your point. Avoid "detracting responses" such as making judgements or universalizations, solutions, avoiding what the person said, interrupting, debating or defending.

"Active listening" will help you to offer positive reinforcement for speaking up, show welcome and appreciation to those who speak, show that you are paying attention.

"Active listening" will help you to carify your understanding of what is being said.

"Active listening" will give you concrete ways to facilitate discussion.

B. Non-verbal Cues

Non-verbal cues include body movement, nodding, smiling, facial expression, eye contact (or lack of it), and using your hands to recognize or quiet someone.

Use non-verbal cues to focus attention on the speaker (by looking at them) or to keep someone from monopolizing the discussion (by looking away from them).

Pay attention to the non-verbal messages from other members of the group. Are they interested? Do they have something to add? Are they holding back from speaking but are participating with nods, frowns, etc.?

C. Verbal Cues

Use "uhm-hmm" and "unh-unh" as appropriate to reinforce what is being said.

Rephrase statements as questions to open discussion back up to the group.

Ask for clarification, elaboration, examples, etc. to keep people from making blanket statements they cannot support or to prevent blanket statements from remaining unchallenged.

Say and ask what you must to make sure that you, and others, understand what is being said.

D. Stimulating Discussion

Paraphrase statements and ask for comments from other participants.

Ask mostly open-ended questions, questions people can't answer with yes or no.

Encourage people to be specific. Ask for examples; try to get them away from generalized comments about "people" or "them."

Ask questions about participants' experiences, situations in high school or other places.

E. Focusing Discussion

Don't let the workshop wander off on a tangent. If necessary, bring the group back to the subject at hand by saying "We're getting away from our purpose here; let's go back to x."

Use summary statements to maintain the focus.

Repeat a few of the points that have been made in the course of the discussion and pose a question in relation to them. For example, "Joyce said x, and Jane suggested y. What do the rest of you think?"

Remember that the participants came to the workshop with the idea of discussing what was indicated in the title. It is all too easy to have the impression that the whole group would rather talk about something different when it is only the verbal minority that is swaying your impression.

F. Challenging Situations

1. **The incessant talker.** Someone who monopolizes the discussion can dampen others' willingness to participate. You need to curtail their verbal involvement. Start with nonverbal cues and go from there as necessary.

    a. Look elsewhere purposely in the hope that this will remind the talker that there are other people present. Do not keep smiling, nodding and looking at them; these are feedback responses that encourage someone to continue talking.

    b. Wait for them to take a breath, thank them for their input, and quickly re-direct the discussion with a separate question. Do not answer in any way; speaking to the person's statement is likely to encourage them.

c. Interrupt them if really necessary, saying something like "I appreciate your concerns but we are getting sidetracked and really need to continue with discussion."

2. **The non-participant.** See the above notes about stimulating conversation. You may want to use a question that could be asked of everyone, going around the room in order to get the quiet ones talking. If you decide to do this, make the question manageable and not high threat.

3. **Conflict and tension.** Most of all, remain calm, watch what you say and keep your voice calm. Assert your position as facilitator and recognize those who wish to speak. Be aware of when you might be slipping out of your role as facilitator and into the role of participant.

Some responses to use when someone makes a controversial, attacking, or problematic statement include the following:

- OK, thank you. The purpose of this discussion is not to debate x. How do some of the rest of you feel about y (a different subject)?

- OK. How are the rest of you are feeling about this issue?

- Are there people who feel other ways about this issue?

- Is that the view of the group?

If the person's statement is based on obvious misinformation, certainly correct that misinformation — GENTLY! But, again, **don't get into "you're wrong and I'm right."** It can be extremely difficult to get yourself out of the situation, and the discussion will deteriorate.

For example, if a participant says that HIV-positive children should not be allowed in school, you could respond as follows:

"Let me repeat that the AIDS virus is not spread by casual contact such as holding hands, sharing pencils, eating together, or playing together. Studies of families of people with AIDS have shown that family members have not contracted the virus even after long periods of

living with and caring for a person with AIDS. The school environment is more likely to be threatening to the child with the AIDS virus because there are many germs around that they have problems fighting off."

APPENDIX F
PERSONAL PRESENTATION SKILLS

Body Image

Remember that your non-verbal communication can project a stronger message to your audience than the words you use.

Practice an assertive leadership style by using direct eye contact; a clear voice; appropriate gestures; "confident" posture; alert, alive facial expressions, and "open" movements.

Voice

Often the first thing to shrink when you feel nervous is your voice. To release your voice and add color to it, practice the following exercises.

1. **Jogging.** This will loosen the tension and lighten your approach to speaking. Jog in place to feel more relaxed and to help your voice to be louder and freer. Also practice singing or speaking while jogging, then follow with deep, slow breathing. This will help your whole body to feel calmer.

2. **Range of Pitch.** Practice what you are going to say using overexagerated highs and lows in pitch as you speak. This will help you to avoid a monotone voice when you are before a group. A range of pitches as you speak help make the presentation more alive and interesting.

Gestures

When we experience stress, we often feel it in our upper bodies. We can feel awkward and stuck rather than warm and relaxed, and our

gestures become rigid and repetitive. Use these next exercises to feel more relaxed.

1. **Gimme Grab.** Stretch your arms out, fingers very wide. Wrap your arms around your body and give yourself a hug.

2. **Cat Stretch.** Stretch your arms above your head, clasp your hands together and reach as far as you possibly can. Relax your arms by your sides and roll your head gently to release tension in your neck.

Facial Expression

The way you look can bring energy to the group you are addressing.

Practice the next exercise to lighten up your face.

1. **Pre-performance Look.** First, smile broadly. Now, drop the smile from your mouth but leave it in your eyes and your cheekbones (practice). Inhale and feel the resulting look which says "Something good is about to happen."

Posture

Standing up straight with your shoulders back (like Mom always said) will help you look more confident and make it easier to speak with a strong voice. To help you feel more centered and confident in your posture, practice this centering exercise.

1. **Centering.** Stand with your feet comfortably apart and feel yourself balancing your weight equally left to right and front to back. Now picture a string coming from directly between your feet and traveling up your spine and out the top of your head. Picture this string pulling your whole body upward to a comfortably (not rigidly) erect position.

Eye Contact

Direct eye contact assures that you make real contact with the people you are addressing. Don't stare or glare, but do make sure that you make eye contact from time to time with your audience members. This creates the feeling of a dynamic dialogue and helps draw them into what you are saying.

APPENDIX G
"SCRIPT" FOR MANDATORY ORIENTATION MEETING

Class Meeting #4: Sex without consent — implications for university students. **Sunday, September 6, 1992, 7:00-9:00 pm.**

A. Introductions and Disclaimers (Time allotted: 10 minutes)

1. Introductions of peer educators.

   a. What year you are, where you are from.

   b. Why you are a sexual assault peer educator (you may want to add something personal about your interest in this program, but it is up to you).

   c. A word or two about the need to talk about these issues, that this is not the last time they will address these issues.

   d. They may want to encourage their resident counselors to invite the SAPE theatre troupe to do a performance for all units in their dorm. This would be a good follow-up to tonight's workshop.

2. Ground rules for discussion:

   a. We hope that discussion about sexual assault will continue after the workshop and throughout the year. However, we ask you to be mindful of confidentiality issues tonight and not use people's names or discuss their personal stories outside of the unit.

   b. Please try to use "I" statements when you are speaking. It helps the discussion if we "own" our statements.

   c. You certainly may disagree with something someone says here but please don't attack the person.

d. We ask that you speak one at a time and let other people finish their statements before you talk.

e. We ask that people try to be sensitive.....THIS IS A LEAD INTO...

3. Disclaimers

a. There are probably women and men who are survivors of sexual assault and childhood sexual abuse in the room tonight — this may be a particularly tough topic if they are survivors or someone close to them is. Also you may want to say something about how important and helpful it is for survivors to talk to someone they trust about what happened to them. You will provide them with information at the end of the session about campus and city resources. There will be opportunity after the program to talk to some of the educators directly if the need arises, also professional staff is on call and available this evening.

b. Use of the word "victim" *vs.* "survivor" and why.....In talking about the actual incident of rape or sexual assault, as it is happening or right after, we may use the word "victim" to convey the powerlessness of the person being assaulted and the horror of rape. However women and men move from being a victim of a crime to becoming a survivor of that crime, so we may refer to people who have been assaulted in the past as survivors to emphasize the fact that they lived through the incident. The purpose of saying this is to explain the reasons behind our language as educators and how these terms are generally used and perceived, not to force them to use certain terms.

c. Sexual assault does not affect just women. Issues of consent, coercion, force also affect men. Men report incidences of unwanted sexual activity and experiences of forced or coerced sexual encounters.

We tend to talk about heterosexual interactions and the example we use tonight involves a heterosexual couple,

but these situations can affect same sex couples as well. Please keep these issues in mind throughout the workshop.

3. Goals of the program

PUT THE LIST OF GOALS ON NEWSPRINT IN ADVANCE AND THEN TAPE IT ON THE WALL

You can say something like "We have 3 goals that we would like to accomplish this evening. They are....."

a. definitions of sexual assault;

b. talk about consent (i.e., "do I have permission to have sex");

c. how to help someone who tells you about a sexual assault and information about sexual assault resources on and off campus.

B. Definitions — See Attached Graphic (time allotted: 15 minutes)

1. Draw a big circle. Ask the group, "what is sexual abuse?"

2. Put everything that is sexual assault in the LEFT side of the circle (e.g., inappropriate touching, fondling, rape, incest, sex with a minor, forced fingering, forced oral sex, forced intercourse). Put other things in the RIGHT side of the circle (e.g., peeping Tom, obscene phone calls, flashing, sexual harassment, voyeurism, etc.)

3. Draw a vertical line dividing circle in half. Say that the items on the LEFT side of the circle are examples of sexual assaults, and the items on the RIGHT side of the circle are sexual abuse but are not legally defined as sexual assault.

4. Then draw horizontal lines on the left side of the circle dividing first, second and third degree sexual assault and go over each definition.

NOTE: Incest should be in the first degree sexual assault category.

Please clarify that the definition of sexual abuse encompasses assault and harassment, that the difference between assault and harassment is physical contact between the perpertrator and victim. You may also want to state that one form of sexual abuse is not necessarily worse or more painful to experience than another.

For information about RI law (although it is probably not necessary to read these definitions)

RI Law

First degree sexual assault, also called rape: Sexual penetration by a part of a person's body or by any object into the genital, oral or anal openings which occurs when there is: a) force or coercion or b) mental or physical inability to communicate unwillingness to engage in an act. Lack of consent does not necessarily require physical resistance or verbal refusal; for instance, someone who is asleep or very drunk may be considered unable to give consent. (Examples of first-degree: forced intercourse, forced oral sex, forced fingering.)

Note to Facilitators

There may be some discussion about whether a person can give permission to engage in sexual activity when under the influence of alcohol and/or other drugs. Legally the law does state that being drunk or drugged can impair one's ability to give consent. However, in a court of law, it is difficult to prove the level of intoxication short of being passed out. So in your discussions, you should point out the distinction between the courts handling of these cases and real live situations, like a University hearing. Also there may be some debate about whether it is "fair" to place the blame on the male if the female has been drinking as well. Our SAPE answer to that is there is usually one person doing the initiating of sexual activity who, if the encounter is non-consensual, becomes the perpetrator of an offfense. We acknowledge that this may not seem fair, but that is the way the law looks at these

matters as well as the internal process within the school. You may also want to add a statement about the dangers of drunken sex not only from the sexual assault implications, but also from the standpoint of what good sexual expression is all about. Basically, it is risky (i.e., disease, pregnancy, lousy sex, rape) for both men and women to engage in sexual activity when under the influence of large quantities of alcohol. **Feel free to move the conversation along if you feel too much time is spent on this issue.**

Second degree sexual assault: Sexual contact (intentional touching of a person's genital area or buttocks, or a woman's breasts) when there is a) force or coercion or b) mental or physical inability to communicate unwillingness to engage in an act.

Third degree sexual assault: sexual penetration by a person 18 yrs. or older of a person over 14 but under 16 yrs (legal age of consent in RI) This offense is sometimes referred to as statutory rape. Consensual sex between two fifteen year olds is not considered sexual assault. Sex without consent of a person under 14 is considered and prosecuted under the childhood sexual abuse laws.

Point of Information — Sexual Misconduct Offense

There is a specific sexual assault offense as part of the student code of conduct and is listed in the Student Handbook as "sexual misconduct." (Offense III — Sexual Misconduct: non-consensual physical contact of a sexual nature. Includes acts using force, threat, intimidation, or advantage gained by the offended student's mental or physical incapacity or impairment of which the offending student was aware or should have been aware. Harassment, without physical contact, will not be deemed sexual misconduct under these provisions.) Harassment is a separate offense. (Offense IV — A charge of sexual misconduct can be brought against a student by either a fellow student or a non-student.)

C. Consent/Force (60 minutes)

1. Group definitions of consent and force

a. Divide the group into several small (mixed sexes) groups. Ask the group to come up with a definition of "consent" **that the entire group agrees on**. Give one person in each group a piece of newsprint and pen and ask that person to be the recorder. Then allow them 10 minutes to come up with their definitions. Tape up on the wall each definition and read the definitions. Make sure the entire group agreed on the wording for each definition. Solicit responses from the whole group as each definition is read.

b. This next part is optional. Some people like to make this point, others choose to omit it. It is up to you and the other person (people) with whom you facilitate.

To further elaborate on the issue of consent, do the knapsack, baseball hat, or wallet exercise with a first year student in the group.

- Pick a student in the group, go up to him or her and quietly ask his/her name. Say to that person, "I really like that hat." Then take the student's hat. Ask the group "Do I have permission to take _____'s hat?"

- Give the hat back to the student. Now say, "I really like that hat. Can I have it?" If the first year says yes and gives you the hat, say to the group "Do I have permission to take _____'s hat?"

- If the student says "no" to you, ask the large group if you have permission to take his hat.

- If the student says "yes" the first time, ask the student to tell you "no" the next time. After the person says "no," try to convince the person to give you the hat. Use any type of persuasion necessary, including that you'll tell everyone that he lent it to you, that you'll tell his mother he lent it to you, that you'll jump off the top of the Science Library if he doesn't lend it to you, etc. Hopefully, the person will finally give you the hat, if not, whisper to him to give it to you. Then

ask the group if you have permission to have his hat and if so, how did you get permission.

- Now tell the group that "Jim" has lent you his hat every day of the year for the past six months. You want to borrow his hat today but he isn't in his room. However, his hat is. Ask the group if you can take his hat anyway. When they say "no" ask them why not, etc.

c. If you don't do the above exercise you are ready to move on to the following:

Option #1 — Role play exercise

The female peer educator will begin to talk. She will say to the group:

"We are going to tell you a story now about an incident that took place between two people named Donna and Mike. I'm going to play Donna and _____ will play Mike."

"Hi, my name is Donna and I'm a student here. Last Friday night I invited my friend Sandy and these two guys Mike and John over to my suite. The four of us were in a class together and Sandy and John had been seeing each other for a while. The guys arrived around 9 with a lot of six packs and we started drinking and talking. I guess about an hour passed and I started to feel lousy and wanted to lie down. Mike told me he would keep me company since he really didn't want to stay with Sandy and John. When I got to my room I lay down on my bed cause I was feeling dizzy. Mike sat down next to me and began stroking my hair and started telling me stuff like how pretty I was and how much he liked me. I was just lying there feeling not particularly great but I did smile when Mike complimented me. Mike leaned over and gave me a kiss and I kissed him back. Then he lay down on the bed next to me and we started kissing again."

Switch to the male peer educator who says:

"Hi my name is Mike and I'm a student here. Donna called me last weekend and invited me and another guy, John, over to her apartment. My friend John's girlfriend Sandy was going to be at Donna's place too. We picked up a few six packs and headed over to her apartment. We were all having a fine time drinking and talking and then Donna said she didn't feel well and wanted to lie down. I figured she was wanting to be alone with me in her room and was embarrassed to come right out and say it in front of her friend Sandy. So I said, 'Cool, I'll keep you company.' When we got to her room she lay down on her bed and was smiling at me. I sat down next to her and starting kissing her. She was really into it."

Switch to the female peer educator who says:

"After we were kissing for a while, Mike started to unbutton my blouse and I said 'No, don't Mike.' He kissed me again and then he put his hand on my thigh, under my skirt. I told him to cut it out and tried to push his hand away. Then he started saying stuff to me like 'What's the matter? You've wanted this all night. Everyone does it. That's why you invited me over. What do you think Sandy and John are doing?' At that point he grabbed me and started kissing me again and pulled at my blouse. I was trying to move away from him but started feeling really dizzy from all the beer, I just felt like I had no strength. I remember my blouse ripped and then Mike was pulling up my skirt again. He's a pretty big guy and much stronger than I am. I started crying cause I was so scared and I just couldn't believe what was happening. Mike just ignored my crying and proceeded to have sex with me."

Switch to the male:

"After some more kissing I started to unbutton Donna's blouse. At first she said, 'Don't' but I wasn't sure what she was saying 'don't' to so I kissed her again and she started to relax. I put my hand on her thigh under her skirt. At that point I think she just said 'Mike' and turned away. I asked her what was wrong and told her I wouldn't hurt her. I mean, everyone does it, in fact I remember telling her that Sandy and John were probably doing it right now. So I started kissing her again and pulled her towards me. I unbuttoned her blouse again. Donna was just lying there but I figured she didn't want to look 'easy' so she was just going through

some motions. I remember she started to whimper but I knew that women often cry when they're having sex. So I told her "Shh, everything will be ok."

Switch to female:

"It took only a couple of minutes and it was terrible. It hurt. When it was over Mike kept asking me what was wrong. I couldn't believe it, as if he didn't know. He forced himself on me and then thinks it's ok. I was so angry I wouldn't talk to him so he finally said he had to go. I mean, I felt so dirty and out of control and awful. After he left my room I just lay there sobbing."

Switch to male:

"After we were done I couldn't figure out what was wrong. Donna wouldn't even look at me. I kept asking her what was wrong but she wouldn't talk to me. So I told her it was getting late and I had to go. I told her I'd see her tomorrow."

3. Discussion of Donna-Mike Story:

Divide the group into **single sex** small groups. Depending on the size of the unit, you may want to divide them into four small groups but single sex. Ideally, just two groups will work better since the male peer educator will facilitate discussion. If there are two women, you can subdivide. Also remember that various resident counselors can facilitate discussion with a group of men. Ask the group to discuss the scenario and then some of these issues but not necessarily in this order:

a. Is there a sexual assault according to the definitions?

b. If so, when did it take place?

c. Was there consent to intercourse?

d. How do we account for two different stories?

e. Expectations that two people have about spending time together.

f. What about coercion? Was there any used by Mike?

g. You may want to talk about "maybe" and ambivalence about what you want to do with someone.

h. Talk about communication (like, what did Mike mean when he said he didn't know what Donna was saying "don't" to).

Have the groups talk among themselves for 30 minutes and then come back to the large group. **One task in the small single sex groups is for the group to write down 2 or 3 things they want the opposite sex to know about the issue of consent.** This list should **not** be about what the men think women should do to avoid sexual assault and vice versa, but rather focusing on the issues surronding consent, permission to have sex. Ask a person from each group to be the reporter and summarize the comments from their group.

You may need to break the large co-ed group down into two smaller groups for discussion. Ask the groups to share with each other some of the things they listed they wanted the opposite sex to know about the issue of consent.

Option #2 - Role Play Exercise

This option may be preferable to some. Tell the group that you are going to tell them a story and that you and your partner (male) are going to present the same story from two points of view. Then proceed in the same fashion as described above only substitute "she/her" for "I, me" when presenting Donna's story and "he/him" for "I, me" when presenting Mike's story.

NOTE: OPTIONS #1 AND #2 WILL BE MUCH MORE EFFECTIVE IF YOU DO NOT READ THE STORY DRYLY, RATHER JUST TELL IT. THIS WILL REQUIRE YOU TO EITHER MEMORIZE OR KNOW THE STORY WELL. PLEASE DON'T MAKE IT UP AS YOU GO.

Option #3 - Read the Story Themselves

Divide the group into single sex groups and hand out two descriptions of the encounter. Ask someone to read aloud to the small group one description, then ask someone else to read aloud the second description. Then proceed with the same set of questions about the stories as described above.

D. Disclosures, Resources and Closure (20 minutes).

1. Begin by saying to the group the following: THERE IS A STRONG POSSIBILITY THAT AT SOME POINT THIS YEAR, IF IT HAS NOT HAPPENED ALREADY, SOMEONE WILL TELL YOU ABOUT A SEXUAL ASSAULT EXPERIENCE SHE/HE HAS HAD.

2. What you do want to convey to first year students, is the importance of not blaming the victim when someone discloses a sexual assault. Listening to someone, validating their feelings and showing support is the most important thing a person can do when someone discloses an incident.

3. For example, let's say a woman discloses an sexual assault incident which involves alcohol:

- Avoid any comments about the amount of beer consumed.

- When she says she was feeling dizzy or drunk, show some concern, care.

- After she discloses the rape, tell her how awful it must have been, how scared she was, etc. You want to do whatever you can to help her and that you want her to know that she didn't do anything wrong. She did not deserve to be treated this way. Also you will try to figure out with her who on campus can help.

PUT THE RESOURCES ON NEWSPRINT IN ADVANCE AND THEN TAPE THE LIST ON THE WALL BEFORE YOU BEGIN THIS SECTION.

4. You will be given several handouts for the close of the session. DO NOT GIVE THEM OUT DURING THE SESSION BECAUSE THEY WON'T PAY ATTENTION TO WHAT IS GOING ON AND WILL BE READING INSTEAD.

A word or two about resources:

A. Important to know about support services that exist for survivors:

1. Campus support groups for survivors. Call the Counseling Office for details.
2. Individual counseling available on campus.
3. The local Rape Crisis Center has counseling available as well.

B. Important to know about the advocacy program on campus (if one exists)

1. Trained staff who provide information & support to victims.
2. Explain available options (including filing criminal charges outside the university and/or pursuing the internal process).
3. Available hours.

C. On campus rape crisis response team (if one exists) and local resources

1. 24-hour crisis intervention.
2. For campus person, contact campus police.
3. Local rape crisis center has 24-hour service which includes support at hospital and/or police station.

D. Peer Support

1. Resident advisors, resident couselors, etc.

E. Student Organizations

1. Men Discussing Gender

2. Sexual Assault Peer Educators

F. Closing

Thank them for their time and attention. Sexual assault is a complicated topic which needs to be addressed with men and women. Tonight's discussion perhaps has not been an easy one, but we hope that they will continue to address these issues and to seek help if they need it.

Reiterate that the SAPE theatre performance is a good follow-up to this program.

Mention that you will stay around for a while in the unit in case anyone needs to talk one on one.

P.S. Here are some SAPE responses to questions you are bound to get:

On the matter of how a woman is dressed.....

HOW A WOMAN IS DRESSED IS A NON-ISSUE. A WOMAN WHO CHOOSES TO DRESS IN A CERTAIN WAY IS NOT ASKING TO BE RAPED. SHE MAY BE ASKING FOR SOME ATTENTION WHICH SHE AND OTHERS ENJOY. IT IS A CHOICE THAT SHE MAKES FOR HERSELF OR PERHAPS TO PLEASE OTHERS. IT IS NOT THE WORK OF MEN TO TELL WOMEN HOW THEY SHOULD DRESS IN ORDER TO AVOID POTENTIAL RAPES. IT IS O.K. FOR MEN TO SHARE WITH WOMEN HOW THEY FEEL WHEN THEY SEE WOMEN DRESSED IN A CERTAIN WAY. THE WAY A WOMAN DRESSES DOES NOT PREDICT WHETHER SHE IS MORE LIKELY TO BE RAPED. EXPERIENCE ON THIS CAMPUS TELLS US THAT "DRESS" HAS NEVER BEEN A FACTOR IN A SEXUAL ASSAULT CASE.

On the issue of who is responsible for a rape.....

SAPE BELIEVES THAT IT IS IMPORTANT TO CONVEY THE NOTION THAT ALTHOUGH WOMEN MAY ENGAGE IN SOME RISKY BEHAVIOR OR SHOW BAD JUDGEMENT IN CERTAIN SITUATIONS, THAT IT IS STILL NOT HER FAULT IF SHE IS RAPED. BAD JUDGEMENT IS NOT A RAPABLE OFFENSE. WOMEN AND MEN ARE RESPONSIBLE FOR COMMUNICATING CLEARLY THEIR SEXUAL INTERESTS, DESIRES, AND LIMITS. FOR SOME WOMEN, IT MAY BE DIFFICULT TO COMMUNICATE AN UNWILLINGNESS TO ENGAGE IN CERTAIN SEXUAL BEHAVIORS, SO IT IS A LOT SAFER FOR MEN TO MAKE SURE THEY HAVE A "YES" BEFORE THEY PROCEED WITH SEXUAL ACTIVITY.

APPENDIX H
EXPANSION OF THE "DONNA" AND "MIKE" SCENARIO

"When No Means No"

OR

"When a Kiss is not just a Kiss"

Scene 1: Donna's room, John's room, Mike's room

Sandy knocks on Donna's door, comes in sits down.

Donna tells her the good news, parents away for weekend.

They discuss party options.

Donna confides in Sandy that she likes Mike.

The women set up a Saturday night get-together.

Sandy calls John. Relays the message that Donna likes Mike, parents are gone for weekend, that Donna wants to invite Mike and John over.

Discuss buying beer, getting in touch with Mike.

Sandy asks John not to tell Mike that Donna likes him.

He reassures her the secret is safe with him.

John calls Mike. Tells him immediately about Donna liking him.

Tells him her parents are gone, about the get together.

"You know, me and Sandy and you and Donna, just the four of us, alone in her house, dude!"

Mike says he thinks Donna is pretty hot, he's psyched.

Scene 2: Donna's house

"Hey did you see what _____ had on today?"

"He's such a (geek, goof, dork, whatever)"

"What do you mean, did you see those socks," etc.

Continue a bit ragging on _____and discussing clothes.

Mike notices that they need more beer, gets up to go get more.

Donna says she'll get more snacks. "Whoa, head rush."

John and Sandy start to snuggle and get physical. "This is really cool, what a good time, maybe we can steal away and be alone somewhere."

Donna goes downstage. INNER VOICE: "Wow, I'm feeling a little buzzed, but God, he's really cute, I don't want to spoil my chances with him. He really seems to like me."

Mike goes downstage. INNER VOICE: "Alright! things are really moving right along, she's hot. I can tell she likes me."

Donna and Mike return to the love couple. Sandy, John and Mike continue to banter and joke about how much they've had to drink. Donna is kind of quiet.

Sandy asks Donna is she is ok.

Donna says she's kind of tired, wants to go to her room.

Mike asks he if he can come with her. She agrees.

Mike and John do an obvious gesture to show their pleasure with the arrangement.

John goes to kiss Sandy. She stops him. He asks her what is wrong. She is worried about Donna. Has she had too much to drink? Is Mike trustworthy? Sandy asks "Maybe I should go upstairs and check to make sure she is ok?"

John continues to reassure her that everything is fine, finally Sandy says "Well ok, if you say so, he's your friend."

John then begins to kiss Sandy again.

Scene 3: Donna's room

Donna shows Mike her room.

Banter about her room.

She is a little giddy, lies down on bed, says

"I'm really tired, I'm gonna lie down."

Mike offers her a beer, she declines says she has had enough.

They are both on her bed, he starts to stare at her and says nothing.

DONNA'S INNER VOICE: "God, he's cute, he's got great eyes, I wonder if he's gonna kiss me."

MIKE'S INNER VOICE: "She really's hot, definitely likes me, I think I'm gonna get lucky."

Mike starts to compliment Donna, "you look great tonight, etc."

He begins to kiss her, she consents.

He then begins to put his hand on her breast.

She says "Mike, wait a second. Maybe I will have that beer."

She then says "What about Broadhead, do you really think he's a good dresser?"

He says "I don't know, but who wants to talk about him now."

Mike begins to kiss Donna again. Starts going for her breast.

Donna says, "Mike, no."

FREEZE

Donna's INNER VOICE: "What's happening? This is going too fast. Things are getting out of control. He's not listening to me."

MIKE'S INNER VOICE: "What's this all about? She really seems to want it but why all the resistance? Is she just playing hard to get?"

Mike says, "What's wrong Donna? What do you think Sandy and John are doing right now? I mean, that's why you invited me up here to be alone with me. It's ok. Everyone is doing it these days, it's ok. I mean we really like each other, why not, come on Donna?"

Donna makes some attempt to talk but is interrupted and not listened to.

Mike then goes to kiss her again and starts to grope. Donna becomes louder and says, "Stop it Mike, what are you doing Mike?"

FREEZE IN THAT POSITION

Donna and Mike's INNER VOICES COME DOWNSTAGE

DONNA'S INNER VOICE: "It all happened so fast, he was all over me. He started unbuttoning my blouse. Then he put his hand up

my skirt. I was feeling dizzy from the beer and couldn't move. Then he had his hand on my thigh.

MIKE'S INNER VOICE: "Things really moved along. I was definitely into it. I undid her blouse, put my hand up her skirt. Donna seemed to be into it."

DONNA'S INNER VOICE: "The next thing I remember Mike was on top of me. He had pulled my underpants off. I started crying but he kept pushing my legs apart. The next thing I knew, he was having sex with me."

MIKE'S INNER VOICE: "When we were done having sex, I was feeling pretty good. I noticed that Donna was crying but I figured a lot of girls cry after they have sex. She was real quiet afterwards and wouldn't talk to me so I just figured she wanted to be alone or maybe she was tired. Anyway, I decided to take off, so I left her room."

END

Facilitators will take over the question and answer period, characters remain in character.

APPENDIX I
TEENAGE RAPE STATISTICS*

Fact

Thirty-eight percent of women who had been raped were 14, 15, 16, or 17 years old at the time of the attack.

Fact

Nearly all female teenage victims know their attacker.

Fact

Fifty-six percent of teenage girls who are raped are raped by a date.

Fact

Thirty percent of teenage girls who are raped are raped by a friend.

Fact

Eleven percent of teenage girls who are raped are raped by a boyfriend.

Fact

Seventy-eight percent of teenage victims do not tell their parents about the incident.

Fact

Seventy-one percent of teenage victims tell a friend that they were raped.

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*Statistics are from *I Never Called It Rape,* by Robin Warshaw.

Fact

Six percent of teenage rape victims report the assault to the police.

Fact

Three million Americans aged 14-17 are considered problem drinkers.

FACTS FOR RAPE ON COLLEGE CAMPUSES

Fact

One in four college women surveyed are victims of rape or attempted rape.

Fact

Only 27% of the women whose sexual assault met the legal definition of rape thought of themselves as rape victims.

Fact

Eighty-five percent of rapes on campus are acquaintance rapes.

Fact

Eighty-four percent of college men who committed rape said that what they did was definitely not rape.

Fact

Forty-two percent of college women who are raped tell no one about their assault.

Fact

Five percent of college women who are raped report the rape to the police; 5% of college women who are raped seek help at a rape crisis center.

Fact

Forty-two percent of the women who were raped said they had sex again with the men who assaulted them. Fifty-five percent of the men who raped said they had sex again with their victims.

Fact

Forty-two percent of raped women said they expect to be raped again.

Fact

Seventy-five percent of men were drinking at the time of an acquaintance rape and 55% of the women were drinking at the time of the assault.

Fact

Alcohol is a factor in 100% of gang rapes.

Fact

One out of six female college students reported having been a victim of rape or attempted rape during the preceeding year.

Fact

One out of every fifteen male students reported committing a rape or attempting to committ rape during the preceeding year.

Fact

Twenty-seven percent of women experienced a rape or attempted rape since the age of fourteen.

Fact

The majority of reported victims and offenders are of college age, with the rape victimization highest among 16-19 year olds.

Fact

The risk of rape is four times higher for women aged 16 to 24 than for any other age group.

LEGAL DEFINITIONS OF SEXUAL ASSAULT

Fact

First Degree Sexual Assault is defined as penetration of any object into the victim's mouth, vagina, or anus, which occurs when there is a) force or coercion, or b) mental or physical inability on the victim's part to communicate unwillingness to engage in an act.

APPENDIX J
SAMPLE AUDIENCE QUESTIONS

Questions asked at various secondary schools and colleges following the "Donna" and "Mike" skit (not recorded in order asked) After each question is the gender of the person asking the question.

- Mike, when she said no why didn't you stop? (f)
- Mike, what is body language? (f)
- John, why don't you feel responsible for what happened? (f)
- Donna, why didn't you say no? (f)
- Sandy, when you asked John if everything was okay, why weren't you convinced? (f)
- Donna, what did you expect when you invited Mike to your room? (f)
- Mike, what sort of balance do you try to find between "scoring" and building a relationship? (m)
- Mike, were you thinking about birth control? (f)
- Donna, who [if anyone] did you tell afterwards?(f)
- Donna, have you been raped or do you blame yourself? (f)
- Mike, did you think about STDs? (f)
- Mike, how often have you done this? (f)
- Donna, did drinking make this situation more uncomfortable? (m)

- Donna, what are you going to say to Mike? (f)
- Mike, what did you mean by the phrase a "good" reputation? (f)
- Donna, how do you feel now? (f)
- Mike, what would you do if you got Donna pregnant? (m)
- John, do you feel differently about Mike? (f)
- Donna, did you feel you led him on? Did you feel that you didn't have the right to say no? (m)
- Sandy, do you feel any responsibility toward Donna? (m)
- Mike, did you feel that drinking was an opening? (f)
- Mike, what would you do if Donna accused you of rape?(f)
- Mike, did it ever concern you that Donna was drunk? (f)
- Mike, if Donna had said, "Stop raping me," what would you have done? (m)
- Donna, do you have any feelings of revenge? (f)
- Mike, what was your goal for the evening? (f)
- John, if you had found out that Mike had raped Donna, what would you have done?(m)
- Donna, do you have to be in a long term relationship before you have sex? (m)
- Donna, who are you blaming? Blame Mike over yourself? (f)
- Mike, why does going up to her room mean she wants to have sex?(f)

- Mike, what would have been the right thing for Donna to say? (f)
- Mike, what is consent? (f)
- Mike, does every girl want to sleep with you? (f)
- Mike, what would have meant "no?" (f)
- Mike, do you always have sex on the first date? (f)
- Mike, did you think that you had consent? (m)
- Donna, what were your expectations? (m)
- Donna, what kind of signals did you think you were sending out? (f)
- Mike, was this satisfying sexual experience? Would you repeat the same experience again? (m)
- Mike, what the hell were you thinking? (m)
- Sandy, weren't you worried about your friend going off with some strange guy?(f)
- Mike, did you hear Donna saying "no?" (f)
- Donna, do you feel as though you should have said "no" more aggressively? (m)
- Sandy does this affect how you feel about John? (f)
- Sandy, do you question your relationship with John? (f)
- Sandy, what can you do for Donna now? (m)
- Mike, were you aware that Donna had a lot to drink? (f)

- Donna, do you think that alcohol influenced what you did and how you acted?(f)
- Mike, do you admit that you raped Donna? (f)
- John, if charges were pressed against Mike, would you testify? (m)
- John, do you think Mike raped Donna? (f)
- Mike, do you consider what happened between you and Donna normal? (f)
- John, is there anything you can do for Donna? (m)
- Sandy, do you feel comfortable dating someone who refuses to believe that what took place wasn't assault? (f)
- Donna, what do you want or need from your friends?(f)
- Mike, how do you feel about Donna now? (f)
- Mike, what would Donna have had to have done to convince you that she didn't want to have sex with you? (m)
- Mike, didn't Donna say no? (f)
- Mike, did you use a condom? (f)
- Donna, what are you going to do about your class with Mike? (f)
- Donna, what will you do when you actually see Mike? Will you confront him?(f)
- Mike, did you force her to have sex with you because you were questioning your manhood? (m)

- Mike, in retrospect would you do it all over again? (m)
- Donna, did you think about having sex with Mike? (f)
- Mike, what do you hope to get out of relationships with women? What are your goals? (m)
- Mike, do you associate sex with intimacy? Do you ever think about it? (f)
- Donna, did you call the police? (m)
- Donna, did you invite Mike to your room? (m)
- Mike, what would you do if she got pregnant? (m)
- Donna, have you ever had sex before? (m)
- Mike, did you tell your buddies the day after about your great time? (m)

APPENDIX K
NEW EDUCATOR QUESTIONNAIRE

Some questions to think about:

(Please respond to the questions below to the best of your ability.)

Gender: ❑ M ❑ F Year in high school: _____

1. Why are you interested in becoming a peer educator?

2. What do you feel you have to offer the program?

3. What will you get out of becoming a peer educator?

4. Do you work well as a team member?

5. How do you feel about talking in front of a group? Do you have any public speaking experience?

6. Where did you get your sex education from?

7. How comfortable will you be if someone discloses their sexual assault history?

8. Can you give a year commitment?

9. Are you willing to participate in other activities?

10. What is your past counseling experience, if any?

11. What do you perceive to be your strengths and weaknesses?

12. Can you make a statement about your own values on the issue of rape, and particularly date/acquaintance rape?

13. What are your thoughts about "blame" in an acquaintance rape (briefly), or how do you perceive who is responsible for a date rape?

APPENDIX L
CHARACTERISTICS OF AN EFFECTIVE FACILITATOR

	Effective	Ineffective
Appearance		
Attention to surroundings (room, noise, etc.)		
Attitude		
Communication		
Concern		
Knowledge of material		
Manner		
Responsiveness to group members		

APPENDIX M
DEVELOPING PERSONAL OBJECTIVES FOR FACILITATION SKILLS

List five important characteristics of an effective group facilitator:	Rate yourself on each characteristic on a scale of 1 (needs a lot of work) to 10 (extremely good already):
_____	1 ..... 5 10
_____	1 ..... 5 10
_____	1 ..... 5 10
_____	1 ..... 5 10
_____	1 ..... 5 10

Review your self-assessment above and list your personal objectives for developing your group facilitation skills:

I would like to _____

I would like to _____

I would like to _____

I would like to _____

I would like to _____

APPENDIX N
WORKSHEET: MY PERSONAL STYLE

I'm a serious speaker	1----2----3----4----5	I'm a humorous speaker
I ask a lot of questions	1----2----3----4----5	I primarily give information
I use statistics to illustrate my points	1----2----3----4----5	I use stories to illustrate my points
I like to be surprised by discussion	1----2----3----4----5	I like to know what's going to happen next
I'm laid-back	1----2----3----4----5	I "take charge"
I never challenge people on their opinions	1----2----3----4----5	I always challenge people on their opinions
I'm thoroughly organized before-hand	1----2----3----4----5	I'm always spontaneous
I prefer teaching peers of my own age	1----2----3----4----5	I prefer teaching people younger or older than I am
I feel very comfortable in front of a large group	1----2----3----4----5	Being in front of a large group makes me very anxious
I'll readily say I don't know	1----2----3----4----5	I'd rather make up an answer that sounds right
I stick closely to a time schedule	1----2----3----4----5	I don't worry about a time schedule
I prefer to work on my own	1----2----3----4----5	I prefer to work with a partner

APPENDIX O
EVALUATION SCHEDULE
CLASS MEETING #4

Introduction

Hello, my name is _____. I am calling from the Office of Student Life and would like to ask you a few questions. It will only take a minute of your time.

Please check one:

- ❑ Male
- ❑ Female

Which grade/class are you in? _____

1. Did you attend the first year class meeting on sexual assault? (It was called "Sex Without Consent: Implications for _____ Students.")

   - ❑ Yes
   - ❑ No

If respondent replies "no," thank them and say good-bye. If "yes" continue:

2. On a scale of 1 to 5, with five being the most positive, how would you rate the sexual assault workshop?

   1---------2---------3---------4---------5

3. On the same scale of 1 to 5, how would you rate the peer educators who did the presentation?

   1---------2---------3---------4---------5

4. Would you recommend this workshop to a friend?

   - ❑ Yes
   - ❑ No
   - ❑ Maybe
   - ❑ Other

5. Can you tell me the definition of first degree sexual assault?

   - ❑ penetration
   - ❑ force
   - ❑ coercion
   - ❑ lack of consent
   - ❑ inability to give consent

6. Are there topics that you wish the peer educators had discussed during this presentation?

7. Do you have any additional comments you wish to make?

Thank you very much.

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